

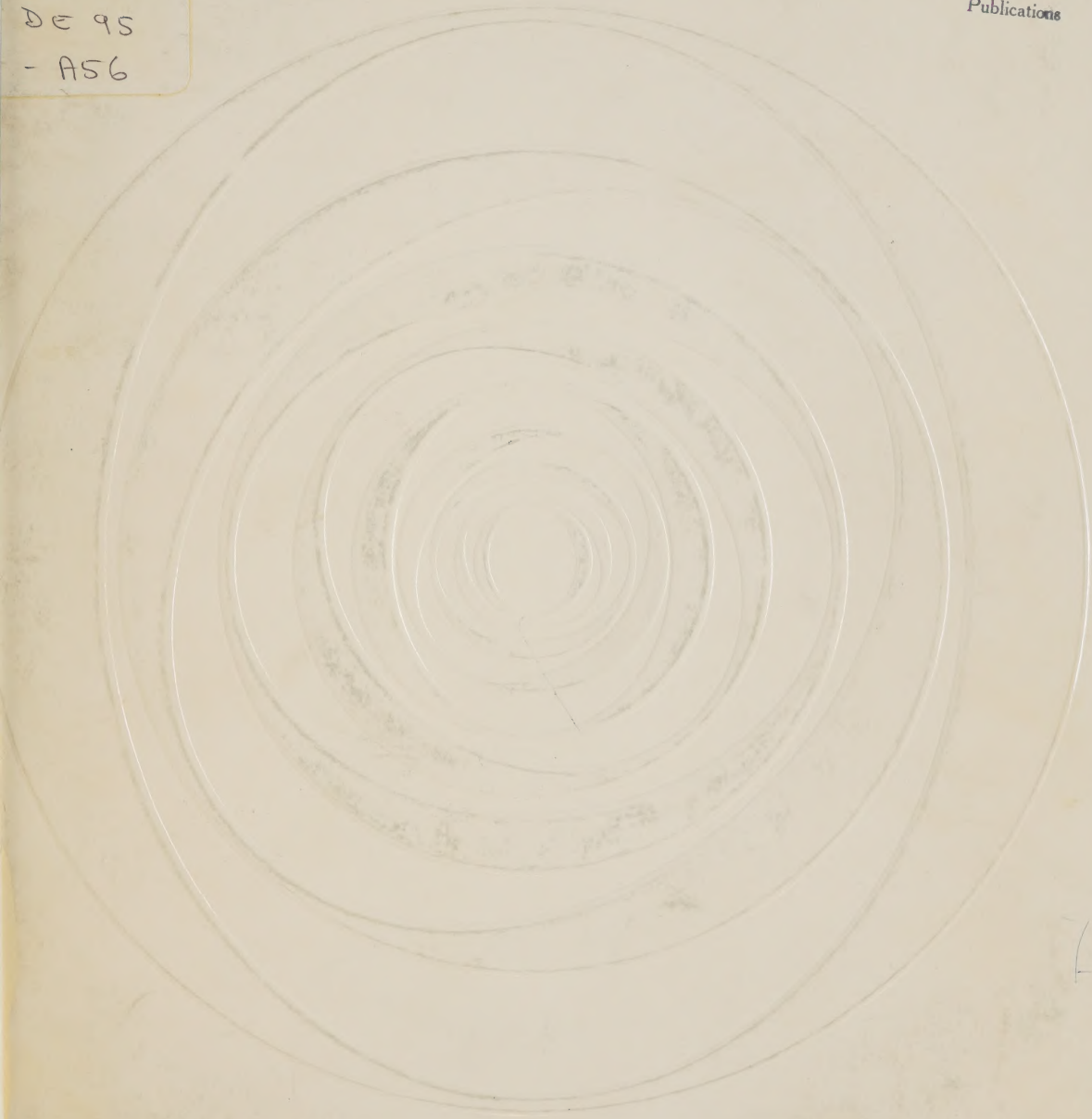
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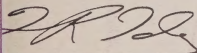
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26, 1971

Honourable Robert Welch,  
Minister of Education,  
Queen's Park,  
Toronto, Ontario.

Mr. Welch:  
In accordance with the provision of  
Section 12 (1) of the Act to Establish The  
Ontario Educational Communications  
Authority, I submit herewith the first  
Annual Report of The Ontario Educational  
Communications Authority for the year  
ended March 31, 1971.

Yours very truly,



Chairman

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## Members of the Board of Directors

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Jack Dennett  
Ian Fife  
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Brother M. Lapointe  
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J. M. Porter  
Dr. J. N. Swanson









# Chairman's Statement

## The Race for Education

"Human history becomes more and more a race between education and catastrophe," H. G. Wells wrote about fifty years ago. It could be said today with equal validity. The first Sputnik in 1957 contributed a sense of urgency; the wave of post World War II babies added the problem of quantity; the rapid technological developments call for change and the slogan "education is everybody's business" took hold and involved more and more people in the process of education, not just in traditional educational institutions, but also in adult programs both formal and informal in nature.

The effects of this new emphasis on education and the accompanying economic and sociological implications can be appreciated when one examines the size of the commitment to education in this province. Two million students attend the elementary and secondary schools, 25,000 the colleges of applied arts and technology, and 175,000 the universities. When you add the number enrolled in night school and extension courses, it becomes obvious that more than *one out of three* Ontario residents is enrolled in a provincially supported educational institution. The nature of the problem is compounded by the complexity of modern society. The demand for more and more educational opportunities will inevitably increase. We must use all possible methods to the limits of our ingenuity merely to keep pace. It is imperative that technological developments in the communications media be employed wisely if we are to meet this challenge with any chance of success.

The establishment of The Ontario Educational Communications Authority in July 1970 was a major step taken in answer to this need for expanding educational

opportunities. The OECA, guided by a board of directors representative of the educational community and the general public, was unique in concept and its proposed activities. Ontario was probably the world's first jurisdiction to establish an agency with such a comprehensive mandate in educational communications: a mandate not confined to television and radio but one which envisaged the inter-related use of all media and with specific provision for the research necessary to ensure that this would be done effectively.

This was an innovation and reflected the growing belief that such devices as television, radio, teaching machines, computers were too expensive to be used merely as playthings in classrooms and that their respective roles must be carefully defined so that their enormous potential might be finally realized.

The Authority is both a communications agency and an educational institution. By education we mean education in the best sense of the word for all segments of our society regardless of age, language, location and cultural or economic background. Our audiences are not only those enrolled in the schools, colleges and universities but also the pre-school children and the adults. Our task is essentially to create learning systems which relate to the needs and interests of people in Ontario and to distribute these by whatever method is most appropriate.

While we have emphasized that when we talk of communications we do not mean only television, the Authority is probably best known for its operation of CICA-TV, Channel 19, Toronto, and for the programs distributed to the English and French language schools of the province through the use of a network of CBC, private and independent television stations. These stations have agreed to accept less than their usual commercial rates. This arrangement enables the Authority to provide

some distribution of its programs to about 95% of the provincial school population, though for an extremely limited period each day.

The Authority provides many of the services previously supplied by the ETV Branch of the Department of Education (ETVO) and by the Metropolitan Educational Television Association (META) and continues to develop and expand these services. Many of the personnel formerly with these organizations are now employed by the Authority.

It would be difficult to describe the debt that is owed to each of these organizations. META was the first ETV organization in Canada and ETVO became the largest producer of school programs in this country. Many of the principles which they espoused are still valid today. For the classroom, programs must: complement the role of the teacher, be relevant to the curriculum and contribute positively to the learning experiences desired. In addition, both educators and broadcasters must be directly involved in the preparation and production of programs.

The success we have enjoyed, as indicated by our rapidly growing audience and the awards we have won in international competitions, attests to the wisdom of these principles. Our strength has been in the integrated effort of the individuals of varied talents and skills who make up the staff of the organization.





A high point of the Authority's inaugural year was the establishment of the first full-time educational television station in Canada, CICA-TV, Channel 19, in Toronto. The decision to do so followed a study of alternate means of making televised material available to homes and educational institutions within a fifty mile radius of the station. Broadcast television was determined to be by far the most economical way to accomplish this objective.

Some frustrating but understandable delays occurred while constitutional questions relating to jurisdiction were resolved. In addition, comparatively few receivers within the area were equipped to receive the UHF signal (the first to be transmitted in this country). However, with the co-operation of both the federal and provincial governments, the CRTC, the CBC, private broadcasters and the operators of cable TV systems, the way was cleared for the Authority to program the station and for the cable companies to make the channel available to their subscribers. By the spring of 1971 CICA-TV had acquired a substantial and appreciative audience.

The board of directors is presently studying initial research findings to determine the future directions and policies of the Authority. The multi-media approach had already been proven successful in some of the earlier efforts of ETVO. One current 16-part series, *Castle Zaremba*, designed to improve facility in the English language among new Canadians, is supported by audio cassettes and two paperback books. Another project under serious consideration involves co-operation with one of the professions in the production and broad-

casting of television programs for members who have been provided with supplementary audio cassettes. Low cost video-tape recorders and playback machines with greatly improved quality are now on the market. In regular use in a majority of the secondary schools of the province, their effectiveness is reflected in a significant increase in the number of secondary school viewers. In some of the isolated schools in the north, far beyond the range of regular signals, students of all ages are receiving television for the first time.

The video cassette is a logical next step. Within a few years it will be possible for every TV receiver to have its own cassette player enabling the viewer to become his own programmer able to select, according to his needs, material to be viewed from either a personal or public library or from resource centres possibly provided by the OECA.

The video cassette is an excellent storage device for audio-visual information. As multi-channel distribution systems become more readily available and as the quantity and range of programming increase, the provision of audio-visual information on demand will become feasible. The Authority has already established an internal service from its media resource centre. In addition, ETVO assisted in the experimental information retrieval system in Ottawa and participated actively in the development of 2500 Megahertz systems both at London and at Timmins. Valuable experience was gained in providing television programs and films over special channels which made it possible for teachers to request and receive programs of their choice at the most appropriate time of the school day. The extension of such a service, not only to educational institutions but to homes as well, is only a matter of time.

We are considering education programs which will permit the teacher or the participant to play an active role. We expect that some programs will allow for the interaction of the participant to determine the pace and direction of the program. For example, the combination of television and computer-assisted learning using the response and evaluation capabilities of computers, and the motivating, informative and programming capabilities of ETVO have an immense, but as yet unexplored potential. Such innovations will ensure that Ontario citizens are equipped with the best available means of learning in order to cope with and enjoy life.

The extent to which we have succeeded in achieving our objectives is a tribute to the people of the OECA. It is only with their high standards of excellence, integrity and commitment that the Authority could make such strides. Without these people the future of the OECA would indeed be less bright and it is to all of them that I owe so much, and because of them I hold a great deal of hope for our progress in the years to come.

The future is indeed exciting. I am encouraged by the results of this first year and am confident that this province is in a position to become a world leader in the optimal use of modern technology for the educational and social well-being of all.

T. R. Ide, Chairman



## Course à l'instruction

La cinquantaine ans, H. G. Wells écrivait : l'histoire de l'humanité devient de plus en plus une épreuve de forces où rivalisent l'éducation et la catastrophe". Cet pronostic conserve encore aujourd'hui toute son actualité. En 1957, le premier Sputnik nous réveillait en sursaut ; la vague des naissances de l'après-guerre pesait sur nous ; la rapidité de l'évolution technologique imposait de nouveaux impératifs et le slogan "l'éducation c'est faire de tous" surgissait et entraînait un nombre croissant de personnes à y inscrire... non seulement dans les établissements d'enseignement traditionnels mais aussi bien au moyen d'expériences adultes vécues à l'intérieur des familles officielles ou non.

On comprend les effets de cette nouvelle occupation pour l'éducation et ses applications économiques et sociologiques lorsqu'on constate l'importance de l'engagement de cette province dans la chaîne de l'éducation. Deux millions d'élèves y fréquentent les écoles primaires et secondaires, 25,000 les collèges et les universités. Si on y ajoute le nombre d'étudiants inscrits aux cours du soir et aux cours d'éducation permanente, on apparaît que *plus d'un Ontarien sur trois* fréquente un établissement d'enseignement et bénéficie de l'appui de la province. La complexité de la société moderne multiplie l'importance de cette préoccupation. On assistera inévitablement à une grande croissance de débouchés sur le plan de l'éducation. Il nous faut en conséquence faire appel à toutes les méthodes recevables et à toutes les ressources de notre ingéniosité à la seule fin de ne pas nous laisser distancer. Il est indispensable d'utiliser à bon escient les progrès technologiques des médias de télécommunication si nous tenons à relever ce défi avec succès.

La création de l'Office de la télécommunication éducative d'Ontario, en juillet 1970, constituait une étape importante en ce sens. L'OTEO, régi par un conseil d'administration représentatif du corps enseignant et du grand public, était unique tant dans son principe que dans son intention. L'Ontario fut la première autorité gouvernementale dans le monde à fonder un organisme disposant d'un mandat aussi vaste dans le domaine de la télécommunication éducative. Ce mandat ne se limitait pas à la radio et à la télévision mais envisageait l'intégration de tous les médias et avait déjà tenu compte de la nécessité de travaux de recherches indispensables à leur utilisation efficace. C'était là une innovation reflétant une conviction croissante que télévision, radio, appareils d'enseignement et ordinateurs étaient trop coûteux pour servir comme simples jouets en salle de classe. Il fallait plutôt que leurs fonctions respectives soient soigneusement déterminées pour qu'en définitive leur énorme potentiel se trouve exploité.

L'Office est à la fois un organisme de télécommunication et une institution éducative. Nous parlons ici d'"éducation" dans son sens le meilleur, celui qui tient compte de chaque strate de la société, quel qu'en soit l'âge, la langue, le domicile, et le milieu culturel ou économique. Notre auditoire n'est pas constitué uniquement d'élèves dans les écoles, les collèges et les universités. On y trouve aussi les enfants d'âge préscolaire et les adultes. Notre tâche consiste essentiellement à créer des systèmes d'apprentissage qui répondent aux besoins et aux intérêts de la population de l'Ontario et à les diffuser par la voie la plus appropriée.

Nous avons déjà souligné que lorsque nous parlons de télécommunication, nous ne cherchons pas d'euphémisme au mot télévision, et pourtant, l'Office est probablement le mieux connu pour son exploitation du canal 19, CICA-TV à Toronto, et

par les émissions offertes aux écoles de langue française ou anglaise par l'intermédiaire d'un réseau composé de postes de Radio-Canada et de stations de télévision privées et indépendantes à travers la province. Ces stations ont accepté des honoraires inférieurs à leurs tarifs commerciaux habituels. Une telle entente permet à l'Office d'assurer la diffusion de ses émissions à environ 95 pour cent de la population scolaire de la province, ne serait-ce que pour une période quotidienne, malgré tout, assez courte.

L'Office a assumé une grande partie des obligations et du personnel du Département de la télévision éducative (ETVO) et de l'Association métropolitaine de télévision éducative (META). Les mots sont impuissants à décrire la dette de l'Office envers ces deux organismes. META a été le premier organisme de télévision éducative au Canada et le Département de la télévision éducative (ETVO) était devenu le producteur le plus important d'émissions scolaires de ce pays. Un grand nombre des principes qu'ils ont adoptés demeurent valables aujourd'hui, car les émissions offertes doivent en effet compléter le rôle de l'enseignant, s'intégrer au programme d'études et contribuer efficacement aux expériences éducatives. En outre, des hommes de métier dans le domaine de l'éducation aussi bien que dans celui de la télédiffusion doivent être directement engagés dans la préparation et la réalisation des émissions.

Le succès que nous avons rencontré, comme en témoignent notre auditoire croissant et les prix remportés dans des concours internationaux, confirme la sagesse de ces principes. Notre force

réside dans l'effort concerté des personnes aux compétences et aux talents multiples qui constituent le personnel de l'Office.

Un événement marquant au cours de la première année d'existence de l'Office fut la création à Toronto du premier poste de télévision éducative à diffuser à temps plein au Canada: le canal 19, CICA-TV, émettant sur ultra-haute fréquence (UHF). Une étude portant sur les différentes façons d'acheminer des émissions télévisées aux foyers et aux maisons d'enseignement dans un rayon de cinquante milles, fut à l'origine de cette décision. La diffusion télévisée s'est révélée, hors de tout doute, le moyen le plus économique de parvenir à cet objectif.

Il s'est produit des retards décevants, quoique compréhensibles, pendant qu'on cherchait à résoudre les questions de compétence constitutionnelle. En outre, peu de récepteurs de cette région étaient équipés pour les signaux UHF (les premiers à être émis au Canada). Toutefois, grâce à la collaboration des gouvernements fédéral et provincial, de la CRTC, de Radio-Canada et des exploitants de réseaux de télévision par câble, l'Office fut bientôt en mesure d'établir la programmation du poste et les compagnies d'exploitation de câbles, purent mettre le canal à la disposition de leurs abonnés. Dès le printemps de 1971, CICA-TV avait acquis un auditoire considérable d'enthousiastes.

Le conseil d'administration examine actuellement les conclusions initiales d'études pour fixer la ligne de conduite et l'orientation futures de l'Office. Les méthodes intégrant plusieurs média

s'étaient déjà révélées très heureuses au moment des premiers efforts du Département de la télévision éducative (ETVO) dans ce domaine. A l'heure actuelle, "Castle Zaremba", une série de 16 émissions visant à améliorer l'anglais parlé des nouveaux Canadiens, est accompagnée de cartouches sonores et de deux livres brochés. Un autre projet, envisagé sérieusement à l'heure actuelle, comporte la collaboration d'un corps professionnel à la réalisation et à la diffusion d'émissions de télévision s'adressant aux membres de cette profession lesquels auraient été auparavant pourvus de cartouches sonores. La qualité des enregistrements magnétoscopiques, à prix abordable, et celle des appareils de reproduction s'est considérablement améliorée. Ils sont maintenant en vente dans le commerce. Couramment utilisés dans la majorité des écoles secondaires de la province, leur efficacité se trouve confirmée par l'augmentation importante du nombre de téléspectateurs dans ces écoles. Dans certaines écoles isolées du Nord, bien au-delà de la portée des signaux ordinaires, des étudiants de tous âges captent la télévision pour la première fois.

L'étape logique suivante est la cartouche magnétoscopique. Dans quelques années, chaque téléviseur pourra être équipé d'un reproducteur de cartouche permettant au téléspectateur d'établir, selon ses besoins, sa propre programmation à partir d'une bibliothèque privée ou publique ou de centres de ressources que l'OTEO aurait peut-être équipés.

La cartouche magnétoscopique constitue également une excellente banque d'information audio-visuelle. A mesure que les réseaux de distribution à canaux multiples se répandent et que la quantité et la portée de la programmation augmentent, la possibilité de fournir la documentation audio-visuelle sur demande deviendra réalisable. L'Office a déjà créé un service interne à partir de son propre centre de ressources. En outre, à Ottawa, le Dépar-

tement de la télévision éducative (ETVO) a contribué au système expérimental de documentation électronique et a participé activement à la réalisation de réseaux 2500 MHz à London et à Timmins. On a acquis une expérience précieuse en diffusant des films et des émissions de télévision sur des canaux spéciaux permettant aux enseignants de demander et de recevoir les émissions de leur choix au moment de la journée leur convenant le mieux. Le prolongement d'un tel service non seulement aux établissements d'enseignement mais aussi dans les foyers, n'est plus qu'une question de temps.

Nous mettons au point des émissions éducatives qui permettront à l'enseignant ou au participant de jouer un rôle actif. Le rythme et l'orientation même de ces émissions pourront être déterminés par la participation des spectateurs. Par exemple, la combinaison de la télévision et de l'enseignement programmé mettrait à profit, d'une part l'aptitude à l'évaluation des ordinateurs et d'autre part, le potentiel de programmation, d'information et de motivation de la télévision éducative. Voici qui laisse entrevoir toute une richesse de possibilités inexplorées. De telles innovations assureront à la population ontarienne les meilleures techniques éducatives existantes qui leur permettront de mieux vivre.

En vérité, l'avenir s'annonce fascinant. Les résultats de cette première année sont des plus encourageants. J'ai la conviction que notre province s'achemine vers un rôle prépondérant parmi les autorités mondiales dans l'utilisation optimale de la technologie moderne au service du mieux-être social et intellectuel de toute notre population.

Le Président, T. R. Ide



# ECA Background

establishment in the fall of 1970 of a vision station in Toronto – Canada's UHF station and first full-time educational channel – was a triumph, not only of technology but also of diplomacy.

By 1965 ETV was a part of the curriculum division of the Ontario Department of Education. On June 2, 1965, the Hon. William Davis, as Minister of Education, officially laid the groundwork for the ECA by announcing in the legislature that Ontario was planning a provincial educational communications system. He participated in the broad mandate of the ECA by stating that "... our heritage of the past, our knowledge of the present and our needs for the future must be met by all means of communication that are available to our present-day society."

But a year later, on March 5, 1966, the Department of Education applied to the Board of Broadcast Governors for a license to operate a television station. Its application was never heard because of a 1966 federal policy enunciated by the Hon. C. D. Howe prohibiting the granting of broadcast licenses to other governments or to corporations owned by other governments.

On July 1, 1966, the Department of Education established the ETV branch with Hon. William Davis as chairman.

Negotiations were carried on between the Canadian and Ontario governments for the next three years. Of importance were the 1966 federal White Paper on broadcast media, public hearings first by the BBG and then by the Commons Committee on Broadcasting, Film and Assistance to the Arts, and a proposal to establish a Canadian Educational Broadcasting Agency. Plans submitted to the BBG by the ETV branch in late 1966 specified ETV channel requirements for transmitters which could reach 95% of Ontario's population.

On February 26, 1968, Mr. Davis announced the Ontario government's intention to establish an educational programming authority. Meanwhile the ETV branch was producing programs and gaining experience in the new medium. From an initial offering of 83 hours of programming during the 1966-67 school year, all broadcast over a network of CBC, private and independent stations, its production increased to 174 hours the following year, 335 hours during 1968-69 and 565 hours in 1969-70.

On November 5, 1969, the federal government made an important announcement regarding educational broadcasting. It stated in brief, that the development of the Canadian Educational Broadcasting Agency would not be pursued for the time being; that to meet the desires of the provinces for educational broadcasting, cable television licensees would be required to set aside at least one channel for educational broadcasting, and that the CRTC may recommend to the federal government that the CBC act as its agent in providing on a recoverable cost basis the transmission facilities for educational broadcasting, if requested by a designated provincial agency.

In Ontario the proposals that the CBC be given the responsibility of establishing transmission facilities in response to the province's request, and that the provincial agency be responsible for the programming, were acceptable to both parties. As a result a joint submission was made in November to the CRTC by the CBC and the ETV branch on behalf of the OECA. This joint application stated that the necessary transmission equipment could be installed and be ready for broadcasting by the fall of 1970.

As might be expected, differences of opinion on what constituted educational programming existed between the provincial and federal authorities. Therefore, a series of meetings to define the kind of programming to be presented on the proposed transmitters was held by a task force composed of representatives of the Secretary of State and the Council of Ministers of Education.

Agreement was reached on December 2, 1969. The resulting definition, stated below, became an integral part of the license and the agreement between the CBC and the proposed authority.

## Definition for the Reservation of Educational Time and Facilities

"Where, within its jurisdiction, the Canadian Radio-Television Commission, on the direction of the Governor in Council, stipulates that at least one channel of a cable transmission facility be set aside for the use of a provincial authority for educational broadcasting or where the Canadian Broadcasting Corporation acts as agent of Her Majesty in right of Canada in providing a transmission facility for the use of a provincial authority for educational broadcasting, the time reserved on such channel or transmission facility for the provincial authority shall be used for broadcasting the following types of programming:

1. programming designed to be presented in such a context as to provide a continuity of learning opportunity aimed at the acquisition or improvement of knowledge or the enlargement of understanding of members of the audience to whom such programming is directed and under circumstances such that the acquisition or improvement of such knowledge or the enlargement of such understanding is subject to supervision or assessment by the provincial authority by any appropriate means;

2. programming providing information on the available courses of instruction or involving the broadcasting of special educational events within the educational system.

'Provincial authority' in relation to any province means such person, body or authority as may be designated by the Lieutenant Governor in Council of that province as the provincial authority for that province for the purposes of this definition."

The intention of the above provision is to ensure that such programming taken as a whole shall be designed to furnish educational opportunities and shall be distinctly different from general broadcasting available on the public or private channels.

On January 30, 1970, the application was approved and work finally began on the installation of the CICA-TV transmitter on the CBC Jarvis Street tower. At the same time construction commenced on the master control centre at 1670 Bayview Avenue. The station was to begin broadcasting in September. Time was short. Engineers had estimated that under normal circumstances a year of work could be required to get the station operating. In fact the job was completed in eight months – just hours before the scheduled September 27 opening broadcast.

The inauguration of CICA-TV Channel 19 programs on September 27 was applauded by the press and other TV stations in the viewing area. A great deal of credit is due to the staff of Channel 19 for making the broadcast date without technical difficulty.

Channel 19, as Canada's first UHF station, obviously had a limited audience. A small percentage of television sets in the viewing area was capable of receiving UHF signals off-air. To help overcome this distribution problem, cable television systems converted the Channel 19 signal to a conventional VHF channel, making it available to their cable system subscribers.

The Canadian Radio-Television Commission required the cable companies to give priority to Canadian stations and also to reserve at least one channel for educational programs. However, with many cable companies, all available channels were already in use. CRTC procedures in such cases called for a hearing before an existing channel could be reassigned by a cable company. Despite these procedural problems and with the co-operation of the CRTC, cable companies, and particularly CKCO-TV Kitchener, cable viewers in increasing numbers gained access to a new type of television, broadcast by Channel 19.

During this period, when Channel 19 was preparing for broadcasting, preparatory work was also being carried out in order to draft the necessary legislation for the establishment of the OECA. This legislation was introduced eventually in the Ontario Legislature as Bill 43, by the Minister of Education March 19, 1970. Final reading was given June 25, and the Act to establish the Ontario Educational Communications Authority was proclaimed on July 2, 1970.

As contained in the legislation, the policy of the Authority is determined by a 13-member board of directors named by the Lieutenant Governor in Council. The first board meeting was held August 20, 1970, with T. R. Ide as chairman. During the fiscal year the board held seven meetings, occupying nine days.

Two of the priority items before the new board were the extension of services throughout the province as quickly as resources permitted and establishment of regional councils as called for in the legislation.

The board directed that the Authority proceed with plans to provide additional programming in both northern and eastern Ontario as a first priority. In northern Ontario it is hoped that existing cable companies will carry a significant amount of the Authority's programs by early fall 1971. In eastern Ontario a second transmitter is envisaged as soon as resources permit.

The board decided to establish regional councils of 10 to 15 members in northwestern, northeastern, southwestern, south central and eastern Ontario. Procedures were approved to ensure that council members were selected by residents within their regions.

The board ratified the nominations and appointed members in such a fashion that one-third will be replaced annually, thus ensuring a continuous flow of new persons and ideas from the regional councils. Each council has the power to appoint special advisory committees to ensure further representation of interests in the region.

While official inauguration of the regional councils did not take place until after the close of the fiscal year here reported, the names of members are listed in Appendix A.





# OECA Philosophy

One of the major tasks of the Authority is to create learning programs which relate to the educational needs of everyone in Ontario, and to distribute these programs utilizing communications technology that is economically efficient and educationally effective.

In addressing itself to this task, the Authority must integrate its efforts with existing educational systems as well as reach out to homes to serve those people who are not presently involved in formal educational processes.

In the case of established educational systems the purpose of the Authority is to enhance the formal educational process, to help make it a more effective learning experience. As a consequence, those programs offered by the Authority in conjunction with existing educational systems are designed to complement the teacher in the classroom, and are to a large degree designed by teachers to ensure that they are relevant and useful to the particular educational activity.

In the case of the home viewer, the task of the Authority is much more complex and subtle, since the prospective learner has generally not made any prior determination of his interest in a particular subject. The Authority assumes a much larger portion of the total educational responsibility since it must locate and motivate the learner, provide the educational experience and resources and provide some means of assessment. Even in this case, however, the Authority works very closely with interested organizations to determine the educational interests of various segments of the population.

This ability to reach the viewer or potential learner in the non-institutional setting illustrates two aspects of the potential of communications technology when applied to the needs of education. First, it can help provide equality of educational opportunity to many citizens of Ontario who because of present location or possibly previous economic constraint have not had the same educational opportunities as others. Secondly, recognizing the need for continuing education and information throughout a person's entire life the Authority can reach and motivate large numbers of people who otherwise might not be inclined to adapt to the changing needs of society. The Authority is well aware of the potential of communications not just to educate and inform, but also to motivate people to improve themselves and enjoy a fuller life.

One of the concepts to which the Authority is dedicated is a "total systems approach". This may sound like a very mechanistic concept, however, it is not intended to be that. Rather it is a recognition that the human being who makes use of the programs is a vital link in the total continuing process of creating and adapting programs in response to the needs and wants of the population of Ontario. As is described elsewhere in this report, the Authority goes to great lengths to ensure that it is sensitive and responsive to the desires of the learner. At all levels of the organization, from the board of directors to the people who actually create the programs, and to the people who evaluate the response to programs, means exist for the involvement of the user.

Because Ontario was not one of the first jurisdictions to establish an agency for educational television, the Authority and its predecessor were able to benefit from the experience of similar agencies throughout the world. Prior to the establishment of the organization an extensive study was made and two major conclusions emerged.

First, it is essential that the educational qualifications of the agency and the educational content of the programs be maintained at the highest possible standards if the programs are to be integrated into existing educational systems. However, coincidental with this requirement, the quality of presentation must also be first class to attract and retain the user. When one considers the extent to which the average citizen is served with media today, it becomes apparent that he very quickly tires of second rate presentations. These dual requirements present an unusual management challenge to the Authority since the creation of programs involves co-ordinating the creative contributions of two groups of professional specialists, educators and broadcasters. By employing a "project team" approach the resulting programs have been both educationally sound and artistically pleasing.

The second major conclusion is one which derives from extensive experience in educational television in the United States and concerns fragmentation of resources. Early U.S. practice was to invest fairly significant amounts of money in educational programming. These amounts were diffused over a very wide base, resulting in a large number of local programmers, each with an amount of money insufficient to finance a total programming effort, and with virtually no rationalization of program production. The conclusion was that it was necessary to concentrate resources in terms of funds, facilities and talent in sufficient size to ensure first class professional programs. The success of *Sesame Street* attests to this fact.

One concluding concept, which though it appears implicitly throughout this report warrants elaboration. It may be trite to say that the Authority is concerned with



educational communications and not  
t educational television. A look at the  
ord, however, will verify that the  
thority and its predecessor have stren-  
usly attempted to avoid committing  
mselves to any particular medium or  
de of distribution. One example would  
the case of production facilities. The  
thority is probably unique amongst  
adcasting and production agencies in  
t it does not own or operate any pro-  
ction studios. By renting these facilities  
en needed the Authority has been able  
avoid large commitments of capital and  
ff, and the consequent high operating  
sts.

indicated in the mandate of the Author-  
and its posture towards research and  
velopment, educational television is  
en as a starting point in the development  
a comprehensive efficient and effective  
tem of educational communications.



# OECA Activities

## a) Creation and Acquisition of Programs

During the first year a significant part of the resources of the OECA has been devoted to production of television programs as an effective means of communicating with large segments of the population.

The Authority is concerned seriously with the need to develop ETV programming which is distinctly Canadian and meets Canadian needs. At the present time there is no other major source of ETV programs in Canada, although many films from the National Film Board have excellent application. This attempt at a Canadian approach has placed an extremely heavy demand on the creative and production resources of the Authority. In addition, programs must be highly professional in execution, interesting, entertaining, provide valid learning experiences and reflect the highest standards of scholarship.

The Canadian content of OECA programming has been very high. During the first six months of operation the Canadian content on Channel 19 averaged over 75%, one of the highest in Canada.

OECA television programs are planned and developed with the aim of serving Ontario's educational needs. Responsibility for programs is assigned to one of four sections of the Programming Branch: Pre-school and Teacher Education; School and Youth; University, College and Adult; and French Language. These sections have a close working relationship with teachers, university faculty, students, children and the adult community in general. The fact that key staff members of the Programming Branch are educators or experts in television helps. They maintain close ties with the educational

community and plan programs on the basis of recommendations from program advisory committees composed of educators, television producers, specialists and representatives of the audience to be served. During the 1970-71 fiscal year, 450 persons from various areas of the province served on these advisory committees.

A measure of the quality of the OECA's programs is the fact that they have been markedly successful in international festivals and competitions. This year, following the example of its predecessor, OECA programs won two Ohio State awards in competition with major North American networks and ETV systems. This annual festival is held under the auspices of the Ohio State University's Institute for Education by Radio-Television, to encourage excellence in educational, informational and public affairs broadcasting.

The Authority also won a prize in the 1970 Chicago International Film Festival, an honorary special certificate at the International Festival of Scientific and Technical Films in Belgrade, a special commendation at the Prix Jeunesse International in Munich and a Saturday Review Award. (See Appendix B for a full list of awards.)

The Saturday Review Award was particularly significant for two reasons: first, it was won in competition with all other programs, and not only with those classified as "educational television"; secondly, the

quality of the program was such that, in the magazine's own words, "... (*Belonging*) persuaded the judges to cross the national frontier with the first Saturday Review out-of-the-country award".

The OECA is searching for the best educational television programs from other countries. Examples such as *Sesame Street* and *Civilisation* were purchased during the past year for broadcast by the OECA. In addition, other programs were acquired from Great Britain, United States, Italy, France, Germany, Japan and Spain.

During 1970-71, the OECA added 2,000 new programs to its library over half of which were produced by the Authority. These programs cover the wide range of audience levels and educational interests.

When operation of Channel 19 began, the OECA undertook to broadcast a minimum of 3,200 hours in the first year. During this first regular season Channel 19 operated 14 hours a day on the average. Comments about this programming of the OECA, written in the 1970-71 CRTC Annual Report are commendatory: "... Significant experimentation and innovation in the use of visual techniques, and in programme forms and content was noted in Ontario Educational Communications Authority programming. Notable among their productions were: the Canadian History series (an effort to go beyond standard dramatic techniques for portraying historical events); 'Castle Zaremba', a professional dramatization of immigrant life involving a novel approach to help integrate newcomers into the Canadian mainstream; the 'Third World Series', a successful realization of complex subject material not usually treated on the electronic media; and 'Concepts in Economics', a convincing display of technical virtuosity in building models of different national economic systems in a dramatized, documentary format."



### Program Distribution

The OECA distributes programs by a variety of means. Broadcast television is a major method at this time. In addition to operating Channel 19, 14 hours per day during the regular season, the OECA supplies to the CBC Ontario English television network, 11 hours and 25 minutes of programs per week during the school year; and to the CBC Ontario French television network, 5½ hours per week during the school year. This coverage is supplemented by service on private television stations.

A second method of program distribution which is currently under development is supplying copies of programs on video-tape to educational institutions and distribution systems in Ontario. Some 100 copies of programs were supplied, on a circulating basis, to isolated schools beyond the range of television stations in northwestern Ontario. In the same manner programs were supplied to the educational distribution systems in Ottawa, London and Timmins. In addition, many individual school boards, community colleges and universities were able to obtain copies of programs of specific interest.

The Authority is also conducting discussions with the operators of cable systems, particularly in northern Ontario, in the hope that the relatively limited broadcast distribution of programs can be supplemented by cable distribution in the coming year.

The Authority has conducted an extensive promotion campaign to make potential viewers aware of Channel 19, and the various methods by which its signal can

be received. As well as co-operating with cable operators, the Authority participated in a trade show to encourage the distribution of converters which adapt existing television sets.

By mid-November, only six weeks after its starting date, Channel 19 had acquired an unduplicated audience of some 160,000 viewers. By March, after only six months of operation, the Channel 19 audience had grown by 31% to exceed 210,000 different viewers for the first time.

Experience in the United States, where UHF sets have been in use for a number of years, indicates that the number of sets with a UHF tuner increases about 12% per year. In addition, in Canada, cable companies are expanding their services very rapidly. Taking both these facts into account, we expect that within a few years about 45% of the people of Ontario will have access to CICA-TV, Channel 19.

In the OECA's provincial service there were other difficulties. Since the Authority is dependent on others to broadcast its material, only about two hours a day are available, of which slightly over one hour is in regular school time. Despite this, 210,000 students daily watched the school telecasts provided by the OECA. It is interesting to note that 110,000 adults also watched the same school telecasts in their homes. It appears that there is an increasing interest on the part of the parents or this province in the learning material being supplied to their children.

More than 5,000 video-tape and kinescope screenings were provided for businessmen, students, teachers and officials from other jurisdictions and countries by the Media Resource Centre. Several hundred programs were screened by other provinces and a substantial number of these

were ordered under an arrangement determined by the Council of Ministers of Education. All resources of the Centre are computer coded, thus establishing a basis for a future system of automated computer retrieval which would make it possible to service a province-wide system.

### c) Utilization and Information

One of the prime objectives of the OECA is to encourage more effective use of its services by the people of Ontario. This function is the responsibility of the Utilization and Information Branch. It carries out this requirement primarily in two ways: a Utilization Section organizes and conducts projects designed to enrich the learning of Ontario residents through the use of programs and materials of the Authority; and an Information and Publications Section informs the people of the work of the OECA and produces support materials so that better use can be made of the television programs.

The production workshop van of the Utilization Section is the centre of activity during four-day television production workshops which are intended to help teachers and students become more aware of what television production entails and to develop a more critical approach in the use of television programs. The van is completely equipped with cameras, switchers, special effects, video-tape recorders and both black and white and colour receivers. The end product of the four-day workshops are five-minute educational programs on one-inch video-tape, created and produced by the workshop participants.

From April 1, 1970 to March 31, 1971, workshops were held in Windsor, Kitchener-Waterloo, Kenora, Winnipeg, Dryden, Timmins, Sudbury, North Bay, Petrolia, St. Catharines, Grimsby and the Toronto Teachers' College. Over 400 teachers and students attended these workshops. The production workshop van went also to the Milieu 70 adult education workshop in Winnipeg.

Special projects in utilization are conducted by the Section either through requests from interested schools or boards, or as part of the Section's development work. Over 100 requests for assistance were dealt with this year. Some examples include the following:

**MATV Program:** Staff members advise on master antenna system design and provide technical assistance. During the year 584 MATV systems were examined and 214 were approved for grants under the Department of Education MATV grant program.

**Special Projects:** Several boards of education asked for and received assistance in establishing priorities and planning expenditures for communications hardware and software.

**Feasibility Studies:** OECA technicians and engineers undertook 14 feasibility studies to determine the most up-to-date techniques of receiving and distributing educational broadcasts.

**Channel 19 Utilization Centre:** A special room has been set aside at 1670 Bayview Avenue to be used by teachers and students who wish to improve their understanding of television and related mater-

ials. It is also used for the professional development activities of the OECA staff.

Within the Information and Publications Section, 52 Teachers' Guides for use with OECA television programs were produced and distributed to Ontario schools, in the quantities requested by their principals. Written by educators, these guides offer suggestions for the most effective use of television in the classroom.

Other materials acquired or produced included records, tapes, posters and accompanying texts.

With the beginning of broadcasting over Channel 19 in the fall of 1970, a monthly educational television program schedule was published, listing and describing all programming broadcast within the Channel 19 viewing area. This schedule is distributed to schools in the area free of charge and to the public on an annual subscription basis. In addition, a monthly educational television program schedule for the Provincial Network is published and distributed to schools in Ontario outside the Channel 19 viewing area.

Over 95% of the publications distributed by OECA are supplied on a request basis.

During the year, several OECA publications won awards of excellence from the Educational Press Association of America, the Corporate Communicators Canada and the Canadian Public Relations Society.

#### **d) Research and Development**

At the birth of the Authority, few studies had been conducted by any organization experienced in both education and broadcasting. It was therefore necessary to start from the beginning and create a research branch which would supervise and develop studies to provide guidance in determining future direction and growth

of the OECA. The two activities – education and broadcasting – are not especially similar, but we have tried to treat them as if a symbiosis existed, and if it did not, to create one: a union in which the communications expert has an understanding and a vision of the role of education, and the educator tries to see a solution to his problem through a new technology, communications.

The final two quarters of the fiscal year have been spent by the Research and Development Branch largely in interpreting research policy, identifying needs and priorities and making where possible, recommendations both for internal use and for the board. Through the work of this branch the Authority has sought to avoid two extremes: becoming an institute of basic research with a predominantly psychological concern, when it must be an institute of applied research; or transforming its research activities into an agency of propaganda, rather than a device to help the organization make wise decisions.

The Research and Development Branch has conducted research during the Authority's first fiscal year in three main categories:

**Evaluation:** Here we have studied the character and quantity of audiences, the extent of distribution of television facilities, the use made by television in schools, the attitudes of Channel 19 viewers towards the fare offered.





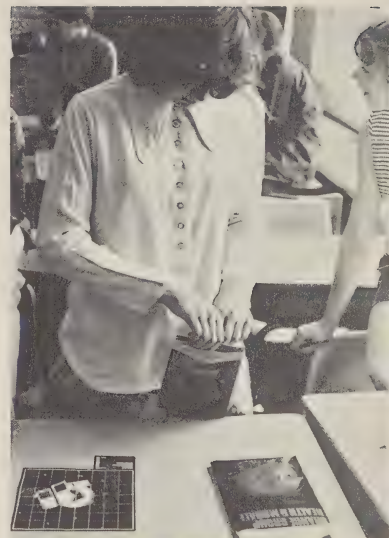
Utilization – Scarborough Library



Production – Saturday Review Award Belonging



Film Acquisition – National Film Board Netsilik



Simulation Games – Operation Moonvigil



Simulation Games – Operation Moonvigil



Exhibits – Canadian Education Showplace

**Formative Research:** We conducted a study on the needs and interest of five groups of the adult population within the Channel 19 area – non-urban residents, housewives, industrial workers, youth and ethnic groups. We also studied ways and means of meeting the needs and interests in education through the communications media, and conducted feasibility studies pertaining to the introduction of new program projects.

**Developmental Research:** This included feasibility studies to determine criteria for expanding television services throughout Ontario; inquiries into the possible use of radio for dual audio versions of television broadcasts and as follow-up to TV programs; the preliminary measures to determine the effectiveness of such new devices as video cassettes, cartridges and discs.

Despite the relatively short history of educational television in Ontario, audiences appear to be increasing steadily in the classrooms and homes. In particular, the establishment of the OECA and the putting into operation of Channel 19 last year have generated new home audiences for school programs as well as pre-school, university, college and adult, professional development and French language programming.

The following analysis of audiences for OECA is based on sample surveys conducted by the Research Section of the OECA and the BBM (Bureau of Broadcast Measurement). For both surveys, the audience figures are estimates based on statistical techniques.

### Survey Terminology

The terms “cumulative audience” or “circulation” refer to the number of individuals estimated to be in the audience of a television program at least once during the specified survey period. An individual is counted only once, even though the individual may appear in audiences during two or more time segments during the survey period. The term “unduplicated audience” is also used.

The term “gross audience” reflects both circulation and the frequency of viewing; that is, it reflects the number of different members in audiences, as well as the frequency at which an individual member views during different time segments during the survey period. Thus if an individual appears in audiences during two or more time segments, that individual is counted two or more times in computing the gross audience.

### Size of In-school Audience (OECA Surveys)

During the 1969-70 school year, the classroom gross audience was approximately 4.2 million viewers per term. Of these, 3.4 million viewers were from elementary schools, 0.3 million viewers from secondary schools and 0.5 million viewers from French-speaking schools.

As shown in Table 1, the total number of classroom gross audiences during the fall term of 1970-71 was about 5.3 million viewers – a 22% increase over an average term figure in the 1969-70 school year.

### Size of Channel 19 Audiences (BBM Surveys)

The BBM 1970 Fall Survey was conducted about six weeks after the first OECA program broadcast by Channel 19. In spite of such a short period of operation, the size of cumulative audiences (unduplicated) per week for Channel 19 was 157,400. The BBM 1971 Spring Survey

shows the cumulative audiences of 206,500 per week (unduplicated) – a 31% increase over the 1970 Fall Survey figure (Table 2).

### Audience Reactions

Audience reactions to OECA programs may also be determined by the number of evaluation cards returned by teachers:

### Evaluation Cards

During the 1969-70 school year, teachers voluntarily sent 1,670 evaluation cards to the ETVO. As of April 9, 1971, the total number of evaluation cards returned to the OECA for the year was 3,363. That is, an average of 186 cards were returned to the educational television branch each month in the 1969-70 school year, whereas about 561 cards were returned each month during the 1970-71 school year.

### Acceptance of OECA Programs

The OECA 1970-71 Fall Survey was conducted with one-third of all Ontario schools as respondents. The rate of response was 56% in elementary schools, 72% in secondary schools and 47% in French-speaking schools. The follow-up survey with a sample of non-responding schools indicated that there were no significant changes in the pattern of responses between responding and non-responding schools.

The figures are based on 755 elementary, 134 secondary, and 51 French-speaking school principals' responses to the survey questions dealing with the state of ETV utilization, and on 1,632 elementary, 369 secondary and 176 French-speaking teachers' responses to the survey questions dealing with the general acceptability of OECA programs.



Table 1/Classroom Gross Audiences per Term

	Elementary	Secondary	French-Speaking	Total
1969-70 (Average Term)*	3,412,000	311,000	484,000	4,207,000
1970-71 (Fall Term)	3,851,000	360,000	913,000	5,124,000
Increase	439,000	49,000	429,000	917,000
	12.9	15.8	88.6	21.8

The total number of classroom audiences during the fall term of 1969-70 was about 5.3 million viewers (4 million elementary, 0.4 million secondary and 0.5 million French-speaking viewers).

Table 2/Cumulative Audiences per Week (Unduplicated)

	Adults	Teens & Children	All Persons
1970	80,100	77,300	157,400
1971 Spring	98,500	108,000	206,500
Increase	18,400	30,700	49,100
%	23.0	39.7	31.2

Table 3/Average Ratings of OECA Programs as Evaluated by School Teachers

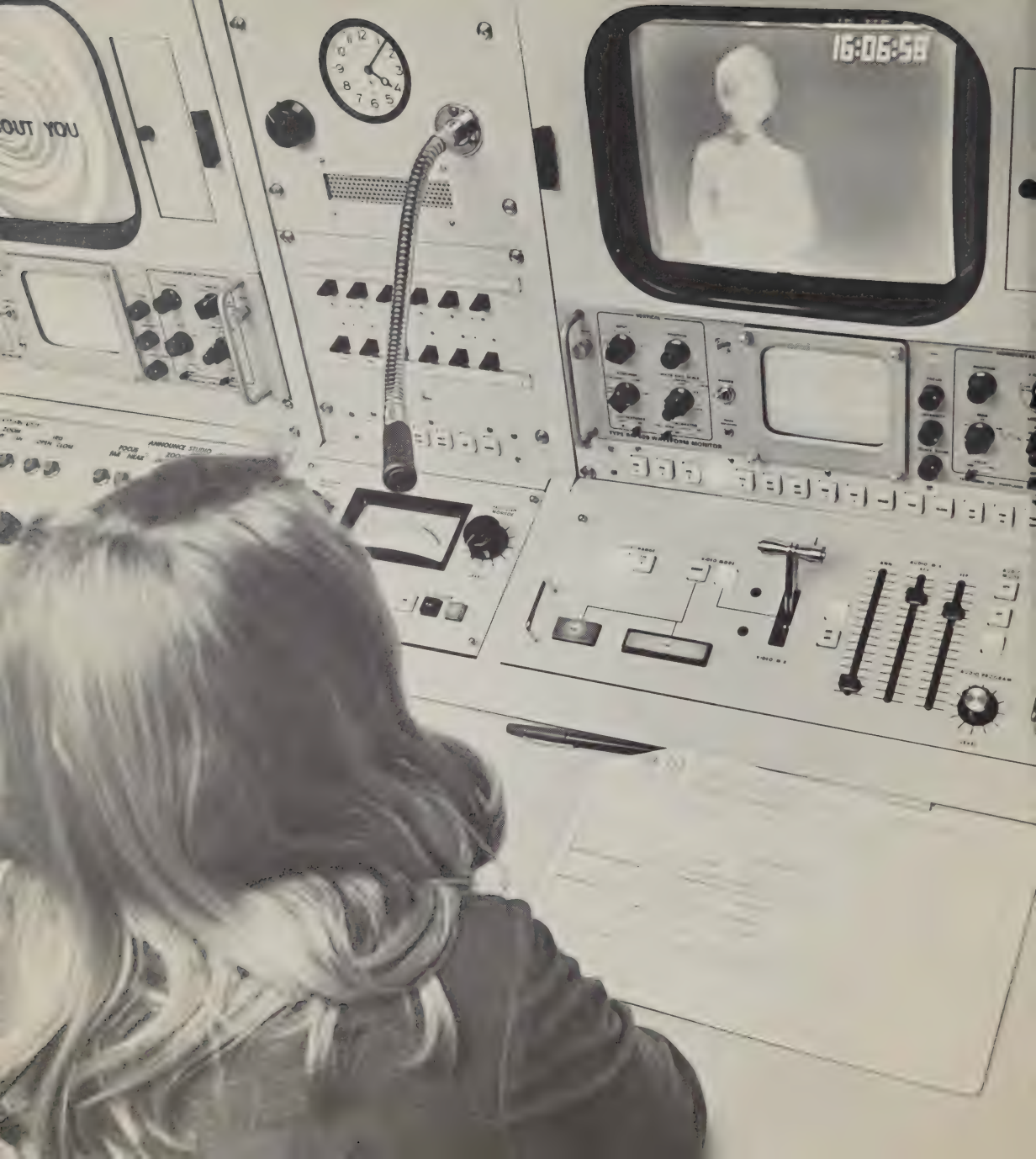
Level of Series	Elem.	Audience Surveys French	Sec.	All	Evaluation Cards
Primary	3.05	3.21	—	3.13	3.24
Junior	2.93	2.97	—	2.95	3.00
Intermediate	2.95	3.09	2.85	2.96	3.10
Senior	—	—	3.03	3.03	3.23
French	3.55	3.17	2.90	3.21	3.42
Average	3.12	3.11	2.93	3.06	3.20

Rating Scale: 1-Poor; 4-Excellent



Language Learning System – Castle Zaremba

Photographs overleaf:  
Broadcasting – Master control Channel 19  
French Language Programs – Salut Galarneau!







amusez-vous  
trouver la joie  
qui vous  
sur

# Financial Statement Balance Sheet

As at March 31, 1971

The Ontario Educational Communications Authority  
(Incorporated without share capital under  
The Ontario Educational Communications Authority Act, 1970)

## Assets

### Current Assets

#### *Accounts receivable:*

Travel and production advances	\$	46,506
Other		7,219
	\$	53,725

#### *Inventories, at cost:*

Program support materials	\$	20,128
Film and video-tape stock		142,180
Stores supplies		76,374
	\$	238,682

#### *Prepaid expenses:*

Film rights and program deposits	\$	73,055
Other		27,697
	\$	100,752

### Total Current Assets

\$ 393,159

#### *Fixed assets (principally at estimated replacement cost, Notes 1 and 2):*

Technical and engineering equipment	\$2,290,468
Office furniture and equipment	251,498
Automotive equipment	10,974
	\$2,552,940
	\$2,946,099


See Notes to Financial Statement on page 25.

Approved on behalf of the Board:

T. R. Ide  
Director



E. J. Brisbois  
Director





## Liabilities

### Current Liabilities

Bank overdraft	\$ 137,152
Accounts payable – trade	734,171
Accrued liabilities	228,431
<b>Total Current Liabilities</b>	<b>\$1,099,754</b>

Auditor's Report  
To The Ontario Educational  
Communications Authority and to  
The Minister of Education

I have examined the balance sheet of The Ontario Educational Communications Authority as at March 31, 1971 and the statement of operations for the period July 2, 1970 to March 31, 1971. My examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as I considered necessary in the circumstances.

In my opinion, these financial statements present fairly the financial position of the Authority as at March 31, 1971 and the results of its operations for the period July 2, 1970 to March 31, 1971, in accordance with generally accepted accounting principles.

Toronto, July 19, 1971

## Equity/Province of Ontario

### Fixed Assets:

Contributed by the Ontario Department of Education (Note 2)	\$2,250,188
Additions for the period (Statement of Operations)	302,752
<b>Balance (end of period)</b>	<b>\$2,552,940</b>

Deficit (representing excess of operating expenses and fixed asset acquisitions over revenue for the period)	\$ 706,595
	<b>\$1,846,345</b>
	<b>\$2,946,099</b>

*W. S. Groom C.A.*  
W. S. Groom C.A.  
Asst. Provincial Auditor

# Statement of Operations

For the period July 2, 1970 to March 31, 1971 (Note 1)

The Ontario Educational Communications Authority  
and The Educational Television Branch of  
The Ontario Department of Education

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## Revenue

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Drawings from and charges to the Consolidated Revenue Fund of the Province of Ontario	\$2,988,153
Sales, principally of program support materials and schedules	7,875
<b>Total</b>	<b>\$2,996,028</b>

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## Operating Expenses

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Salaries and employee benefits	\$ 823,840
Transportation and communication	408,693
Operational supervision and services	431,309
Supplies and small equipment	339,696

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### *Direct program production expenses:*

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Script writing	\$ 88,378
Freelance production staff and crews	283,576
Studio and facilities rentals	268,483
On camera talent	127,732
Materials and laboratory processing	249,877
Design and property settings	137,745
Program rights and acquisitions	240,542
	<b>\$1,396,333</b>

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<b>Total Operating Expenses</b>	<b>\$3,399,871</b>
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Excess of operating expenses over revenue before additions to fixed assets	\$ 403,843
Appropriations of revenue for purchase of fixed assets	302,752
Excess of operating expenses and fixed asset acquisitions over revenue	\$ 706,595

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See Notes to Financial Statement on page 25.

# otes to Financial Statement

During the transitional period from July 1970 (date of incorporation) to January 1971, the Authority was almost solely reliant upon the Ontario Department of Education for the function of financial administration. Expenditures for this period were charged to the Educational Television Branch. Therefore, the accompanying financial statements reflect in the main, the operations of the Authority from January 3, 1971, to March 31, 1971. For the fiscal year ended March 31, 1971, the Educational Television Branch expenditures amounted to \$6,158,301. With the exception of certain fixed asset acquisitions, as described in Note 2, this expenditure is not reflected in the financial statements of the Authority.

As of January 3, 1971, certain fixed assets were contributed to the Authority by the Ontario Department of Education – Educational Television Branch. Such assets have been valued and recorded by the Authority at their estimated replacement cost at that date estimated to be \$250,188. In addition, the Authority purchased fixed assets costing \$302,752 during the period from January 3, 1971, to March 31, 1971. No depreciation has been provided for the three months ended March 31, 1971.

3. On October 17, 1970, with approval of the Lieutenant Governor in Council, the Authority entered into a lease agreement, the terms of which require payment of approximately \$542,000 per annum for an initial period of 10 years, commencing on the later of April 1, 1972, or the effective date of tenancy.

4. Under the terms of a Memorandum of Agreement with the Canadian Broadcasting Corporation, the Authority has agreed to repay, with interest, the capital costs of the Channel 19 transmission facilities owned by the CBC, estimated at \$630,000 and to pay the actual transmitter operating costs of the Corporation provided that the Authority continues usage of the transmitter. The Authority has the right to discontinue the agreement at the expiration of any licence period.

5. The total remuneration of Directors, including salaries, fees, and benefits as paid by the Authority was \$12,453.

6. The Authority has adopted the practice of charging the costs of program production and program purchases as an expense at the time the costs are incurred rather than when the programs are broadcast or otherwise distributed.

7. An actuarial analysis of the Authority's Pension Fund has not been completed, pending the transfer of contributions from the Public Service Superannuation Fund.

## Supplementary Financial Information

1. Included under the caption of Transportation and Communication expenses of \$408,693 on the Authority's Statement of Operations are the following major expenditures:

- (a) \$255,574 for purchase of telecast time and other transmission related payments.
- (b) \$62,169 for postage expenses.

2. In order to present a composite picture of the combined financial transactions of the Authority and the Educational Television Branch, the expenditures of the latter have been recast into the statement format and terminology adopted by the Authority. The Consolidated Statement of Operations is unaudited.



# Consolidated Statement of Operations

For the year ending March 31, 1971

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## Revenue

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ETV Branch Expenditure	\$6,158,301
Drawings from and charges to the Consolidated Revenue Fund of the Province of Ontario	2,988,153
Sales of Support Materials	7,875
<b>Total</b>	<b>\$9,154,329</b>

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## Operating Expenses

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Salaries and Employee Benefits	\$2,542,673
Attendance Credit Gratuities	53,053
Transportation and Communication	892,132
Operational Supervision and Services	1,098,352
Supplies and Small Equipment	882,338

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### *Direct Program Production Expenses:*

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Script Writing	\$ 195,876
Freelance Production Staff and Crews	592,049
Studio and Facilities Rentals	747,167
On Camera Talent	396,496
Materials and Laboratory Processing	496,538
Design and Property Settings	281,967
Program Rights and Acquisitions	714,792
	<b>\$3,424,885</b>

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### **Total Operating Expenses**

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Excess of Revenue over Operating Expenses before Fixed Asset additions	\$ 260,896
Appropriation of Revenue for the purchase of Fixed Assets	967,491
Excess of Operating Expenses and Fixed Asset acquisitions over Revenue	\$ 706,595

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The organizational structure is critical to success in achieving the OECA objectives. In designing the structure, consideration has been given to the attainment of these objectives and to the philosophy of the Authority.

The principles underlying the structure of the organization of the OECA are based on a number of premises:

that the need to be involved with the entire community, to sense its needs, to adapt and evolve in response to those needs, is paramount to the long-term success and development of the organization,

that the professional educational integrity of the organization, its programs, and its services are of critical importance to the attainment of the objectives of the Authority,

that with the use of modern professional management techniques, professional specialists of various disciplines can work together to produce educational programs that will be superior in terms of educational effectiveness and economic cost to any other form of organization,

that the key and central activity of the organization is the creation and distribution of educational programs and supporting materials that are meaningful, valid, and useful, and all other activities should be structured to facilitate this activity, and

that individual and group performance is optimized when responsibility and accountability are delegated as closely as possible to the levels responsible for day-to-day operational and creative decisions.

The structure has been designed to reflect these philosophic premises of organization. There are two divisions reporting to the chief executive officer, one specifically charged with the responsibility for research and corporate development; the other, responsible for programming and operations for the implementation of the day-to-day operational activities of the Authority.

In this way, one part of the organization, unencumbered by day-to-day operating problems, is free to assess objectively the value of our current output, to experiment and to recommend our possible future directions.

The other part of the organization is specifically designed to undertake our operational responsibilities, in particular the creation and distribution of educational programs and related supporting activities.

## Research and Corporate Development Division

The responsibilities of this division include:

- long-range planning
- recommending corporate policy
- conducting studies concerned with implications of changes in technology
- examining communications techniques and optimum applications of different communications media
- evaluating and assessing programming
- managing corporate affairs, including industrial relations
- developing regional councils within the Authority and facilitating the liaison of these councils with Programming and Operations Division
- marketing of programs in other jurisdictions.

## Programming and Operations Division

The Programming and Operations Division is responsible for the implementation of

the day-to-day operational activities of the Authority as established by the chief executive officer.

The Programming and Operations Division has the following responsibilities:

- programming
- program utilization and information services
- finance, administration and personnel services
- operations and engineering.

The central and key activity of the Authority is the creation and distribution of programming. The organization of the Programming and Operations Division is designed to facilitate this activity, and other functions are largely service activities supporting the Programming Section.

## Programming Branch

The Programming Branch is responsible for the creation and acquisition of programs in terms of cost, quality, and educational and presentational relevance. It is also responsible for programming the various distribution systems according to educational needs and available resources.

To fulfill this broad mandate, it is necessary to subdivide the programming responsibilities by audience area, as follows:

- school and youth
- university, college and adult education
- French language
- pre-school and teacher education

The creative and educational skills associated with the creation and distribution of programs comprise a fifth section within the branch.

### Program Utilization and Information Services Branch

This branch has the responsibility of promoting and encouraging the use of the programs and services of the Authority by formal educational institutions and by the public, as well as being responsible for handling the requests for information flowing into the organization. In addition, this branch is responsible for Publications Services.

### Finance, Administration and Personnel Services Branch

As discussed previously, responsibility for management decision-making is delegated as closely as possible to the area responsible for the actual implementation

of the activity. As a consequence, within established guidelines, responsibility for the allocation of resources – including human, facility and financial – for the establishment of plans and forecasts, for the performance relative to these plans, and for the development of personnel, rests with the individual managers throughout the organization.

Under this arrangement, the Finance, Administration and Personnel Branch provides service functions to the entire organization. This branch is responsible for the facilitation and rationalization of these activities throughout the organization, as well as for measurement and reporting of performance.

### Operations and Engineering Branch

This branch is responsible for the design, acquisition, maintenance and operation of technical facilities. It is also responsible for negotiation of lease or rental of technical facilities for distribution purposes. Establishment of technical standards and reports on the achievement of these standards are also part of the branch's responsibility.

An additional responsibility of this branch is the operation of the Media Resource Centre which functions as the central repository of all the programs produced or acquired by the Authority, as an internal production resource and as a supplementary distribution facility.

## OECA Organization Chart





# Potential of Educational Communications

Today we stand on the threshold of some truly exciting developments in the advancement of education. With the creation of the OECA there now exist the mandate and the resources to make a meaningful contribution to education not only in Ontario, or Canada, but throughout the world.

Although the term "educational communications" is understood by many to consist largely of educational television, nevertheless, television is only one facet of the total spectrum of educational communications. The Authority, by its mandate, has the responsibility to discover and develop efficient and effective educational uses of communications media, not only existing modes, but future ones as well.

There are certain characteristics evolving now which help determine and reveal the nature of educational communications in the future.

## Multi-Media

The term multi-media has become almost cliché. However, it is a concept with great practical potentiality and the OECA is making cautious strides in its use. The effectiveness of each form of communication can be greatly enhanced when used in concert with others. While most of the operational undertakings of the OECA to the present day have involved the television and print media, some projects involving the use of film strips, slides and audio tapes have been developed. The expanded use of multi-media projects is foreseen as a result of the intensive audience involvement engendered by these forms of presentation.

With the advent of Channel 19, and adult audiences which are considerably more diffuse than classroom audiences, the creation of support materials and multi-media strategies to optimize the effectiveness of programs becomes more demanding. University credit programs will involve the use of group seminars in conjunction with television, as well as a host of other materials.

New technological developments such as multiple video channels, audio channels and electronic printing at the receiver, offer some significant advantages for the future.

## 2) Multi-dimensional

Educational programs are expected to evolve from the linear presentations of today to permit the teacher or the participant to play a role within the program and to allow for the interaction of the participant to determine effectively the pace and the direction of the program.

There are already techniques which bridge the gap between educational television (linear) and programmed learning (multi-dimensional). One technique involves the use of a linear program which is broadcast. Throughout the program there are stopping points where the listener is queried about his comprehension of the program. Depending on the answer he chooses, he receives a supplementary message which reinforces, encourages or corrects his understanding.

As mentioned earlier there seems to be a natural marriage between educational television and computer-assisted learning.

## 3) Accessibility

One factor that has greatly inhibited the use of films and television programs has been accessibility. In areas where the accessibility problem has been solved the utilization of programs has been phenomenal. Accessibility is, of course, governed by the availability of an increas-

ing number of meaningful and valid programs, and by technology which makes it economically possible to make the programs available when they can be utilized.

With the establishment of full-time educational television stations it becomes possible to increase the variety and number of programs, and also to broadcast repeats of programs to enhance their utilization.

With the development of local multi-channel redistribution systems it becomes possible to provide previews and repeats, and to respond to requests for programs by individual teachers.

The next step will probably be the development of economic information retrieval systems where programs can be viewed at will by the individual.

Considering the economics, the problems of cataloguing and selection of retrieval systems, it is probable that they will provide a mixture of "on-schedule", "on-demand" and "browsing" functions.

## 4) Specificity

As techniques and knowledge of the learning process improve it should be possible to create programs more effectively for the specific learning and motivational requirements of individual learners. It would be the role of the teacher to prescribe these special programs as part of an overall learning package for the individual student.

In addition to these characteristics which may help reveal the nature of educational communications in the future, distribution technology is also changing.

Broadly speaking, distribution, or transmission technology is developing in four major areas.

### **1) Terrestrial Hertzian Waves**

Radio and television are examples of well-developed transmission systems. They offer economic universal coverage of a given area. They are limited, of course, by the number of channels available. There are newer systems which offer multiple channels but are only used for specific types of applications such as institutional distribution rather than general broadcasting. There is also significant experimenting aimed at developing the 'wireless' equivalent of multi-channel cable systems.

There are a number of interesting developments which are essentially improvements of existing broadcast techniques. One is the use of part of the television signal to transmit facsimile or print information which can be reproduced at the receiver. Another is the use of part of the FM signal to transmit similar data, or to provide multiple, selectable audio channels.

Another useful technique is the transmission of control tones which automatically activate video recorders on a pre-selected basis. In this way ETV programs could be transmitted to school during off-hours on an automatic basis.

### **2) Cable, Waveguide, and Optical Pipelines**

Much discussion has taken place about the impact of cable television distribution systems in Canada. The drive behind this development has been the desire of people to have alternative television viewing opportunities.

The rate at which cable will continue to expand, and the degree to which it will penetrate Ontario homes will be determined by the availability of viable alternative programs, and the development of other uses for cable that will help justify the economics of cable installation. The availability of channels, in itself however, will not create additional programs.

Each new channel further fragments the audience and reduces the economic base from which cost must be recovered.

Education can make valid and justifiable use of the multiple channel capacity of cable, because the programs are directed at small segments of the audience at any one time, and can be repeated several times, for different small segments, and for a new crop of learners each year.

There is a substantial degree of work being done to develop the channel capacities of cable, using conventional coaxial cable, waveguides, and transmissions at optical frequencies.

### **3) Physical Distribution**

Great strides are being made in the development of television cassettes or video recordings. With these low cost devices it becomes economically possible to deliver television programs to the individual user, either by broadcasting and recording at the reception point, or by physically delivering the pre-recorded cassette to the user.

### **4) Communications Satellites**

The Authority looks forward to the potentialities of communications satellites, particularly in the area of data and television distribution over great distances, to reach isolated and remote communities.

Satellites may eventually, in their further development, offer the means of indeed reaching every home in Ontario and in Canada, with several channels from a single transmitter. Satellites could overcome the economic problems of distribution of large quantities of data, over wide geographic areas with a sparse receiver population, which are inherent in present systems.

In conclusion, the OECA with its comprehensive mandate for the creation of educational programs, with its total systems approach to the creation and distribution of these programs, with its human and financial resources, and with its flexibility to use technology as is educationally and economically effective, is in a unique position to become a world leader in the optimum utilization of technology for educational purposes. The Authority recognizes that technology is a means and not an end in itself, and that the final criterion must be human betterment.





# Appendices

## Appendix A/Regional Council Members\*

### *Northeastern Ontario*

Major John Rhodes  
Mrs. A. Branscombe  
Mr. Carl Butcher  
Mr. Donat Brousseau  
Mrs. Florence Lapalme  
Mr. Tom Roscoe  
Mr. Dean McCubbin  
Mrs. Stella Kinoshameg  
Mr. Gerald Pawson  
Mr. Robert Babcock  
Sister Sheila Ann Spooner  
Mr. E. A. Yule  
Mr. Raymond A. Smith  
Mr. Jack Wells

### *Northwestern Ontario*

Mr. J. M. Steele  
Mrs. Margaret Averill  
Rev. Ken Moffat  
Mr. William Clark  
Mrs. L. Bode  
Mr. Sam Copenace  
Mr. John Kelly  
Mrs. Mary Morrison  
Mr. Paul Inksetter  
Mr. Robert Michels  
Miss Helen Stemerowicz  
Mr. Norman Richards  
Dean Timothy Ryan  
Mr. Fred Soughton  
Mr. Harold Tett

### *Southwestern Ontario*

Sister François Bonenfant  
Mr. A. Beveridge  
Mr. George Burt  
Mr. Ray Curran  
Dr. Frank DeMarco  
Mr. Douglas Fisher  
Miss Louise Frenette  
Mrs. Alice Garner  
Mr. Earl Knickerbocker  
Mr. D. W. Mackeller  
Mr. Eugene Masney  
Mrs. R. Phripp  
Mrs. Geraldine Robinson  
Mr. C. Tatham  
Mr. Zollie B. Veres

### *Eastern Ontario*

Mr. Claude Aubry  
Mayor Angus Campbell  
Mrs. Lyn Elliott  
Mr. Art Gallagher  
Mr. Howard Gillies  
Mr. John T. Graham  
Mr. O. E. Keene  
Mr. Reginald Loader  
Mrs. John MacLeod  
Mr. Frank Murray  
Miss Ann Scotton  
Mr. Louis Tremblay  
Mr. Ralph Whitebeam  
Mr. James Whiting

### *South central Ontario*

Mrs. Louise Aimone  
Mr. Paul Bennett  
Mrs. Lilia Day  
Mr. Donald W. Ford  
Mrs. Rosemary Ganley  
Mr. James Gill  
Mrs. Jean Hunt  
Dr. Wilson Head  
Mr. D. J. Kelly  
Mr. Douglas MacFarlane  
Dr. Maurice Patry  
Mr. Donald Taliano  
Mr. Douglas Todgham  
Mr. David Webber  
Mr. Roger Yachetti



\*These Regional Councils were inaugurated in 1971, after March 31.

## Appendix B/Awards

### Programming:

0

io State Award:  
Hard II – How to Kill the King

io State Award:  
mmetry

icago International Film Festival,  
ver Hugo:  
me Silence Between the Waves

1

io State Award:  
onging

io State Award:  
Servitute Romana

io State Award:  
ples: How did I get to be me?  
(members of the consortium)

aturday Review Award:  
onging

### Honourable Mentions

1970 Prix Jeunesse, recommended:  
What do I like about Tommy?

1970 Fifth Tehran International Festival  
of films for children, certificate  
of participation:  
The World I Hear

1970 Sixth International Festival of  
Scientific and Technical Films,  
special certificate:  
The Digestive System

1970 Canadian Film Awards, selected  
for out of competition screening:  
The Illustrator: David Stone Martin  
and Belonging

### Graphics:

#### 1970

Society of Illustrators  
Citation of Merit:  
Educational Television Teachers'  
Guides

#### 1971

Educational Press Association of America  
Award:  
Typography in Teachers' Guides

Educational Press Association of America  
Award:  
Typography in Educational Television  
Schedule/Channel 19 Area

Educational Press Association of America  
Award:  
Special publications: Volumes 1 and 2  
of Castle Zaremba

Corporate Communicators Canada  
Award:  
Newsletter category: Educational  
Television Program Schedule/  
Channel 19 Area

Canadian Public Relations Society  
Award:  
Best public relations case history study  
for the development and implementation  
of a corporation graphics program for  
The Ontario Educational Communications  
Authority

Canadian Public Relations Society  
Honourable Mention:  
Best articles or material prepared for  
and used by any medium not controlled by  
entrant; Volumes 1 and 2, Castle Zaremba

Canadian Public Relations Society  
Honourable Mention:  
Best unpaid promotional or public  
relations program used in any medium:  
OECA Television Production  
Workshop kits

Canadian Public Relations Society  
Honourable Mention:  
Best public relations paid advertisement  
using any medium: newspaper ads for  
The Ontario Educational Communications  
Authority

## Appendix C/OECA Provincial Broadcast Service

### *CBC Ontario English Network including Re-broadcasting Stations*

CBLT	Toronto
CBLAT	Geraldton
CBLAT-1	Manitouowadge
CBLAT-2	White River
CBLAT-3	Wawa
CBLAT-4	Marathon
CBOT	Ottawa
CFCH-TV	North Bay
CFCL-TV	Timmins
CFCL-TV-2	Kearns
CFCL-TV-3	Kapuskasing
CFCL-TV-4	Hearst
CFCL-TV-6	Chapleau
CFPL-TV	London
CHEX-TV	Peterborough
CHEX-TV-1	Bancroft
CHEX-TV-2	Minden
CHOV-TV	Pembroke
CJIC-TV	Sault Ste. Marie
CKNX-TV	Wingham
CKLW-TV	Windsor
CKPR-TV	Port Arthur
CKSO-TV	Sudbury
CKSO-TV-1	Elliot Lake
CKWS-TV	Kingston
CKVR-TV	Barrie
CKVR-TV-1	Parry Sound
CKVR-TV-2	Huntsville
CJVR-TV-3	Haliburton

### *Northwest Ontario CBC Stations*

CBWAT	Kenora
CBWAT-1	Dryden
CBWAT-2	Sioux Lookout
CBWAT-3	Red Lake
CBWCT	Fort Frances
CBWCT-1	Atikokan

### *CBC Ontario French Network including Re-broadcasting Stations*

CBOFT	Ottawa
CBFOT-TV	Timmins
CBFOT-TV-1	Kapuskasing
CBFOT-TV-2	Hearst
CBFST-TV	Sturgeon Falls
CBFST-TV-1	Sudbury
CBFST-TV-2	Temiskaming
CBFST-TV-3	Elliot Lake

### *Private Stations*

CHCH-TV	Hamilton
CJOH-TV	Ottawa
CJSS-TV	Cornwall



## Appendix D/Cable Companies Carrying Channel 19

Estimated number of subscribers: 349,879

Aclean Hunter Cable TV	Ajax-Pickering
Aurora Cable TV	Aurora
Barrie Cable TV Ltd.	Barrie
Brampton Cable Television Ltd.	Bolton
Bramalea Telecable	Brampton-Bramalea
Northumberland Cable TV Ltd.	Cobourg
Willowdowns Cablevision Ltd.	Downsview
Fergus-Elora Cable TV Ltd.	Fergus, Elora, Salem
Georgetown Cable TV Ltd.	Georgetown, Glen Williams
Grimsby Cable TV	Grimsby
Guelph Cable TV	Guelph
Hamilton TV and Appliance Service Co. Ltd.	Hamilton
Aclean Hunter Cable TV Ltd.	Hamilton
Western Co-axial Services Ltd.	Hamilton
General Co-axial Services Ltd.	Hamilton
Hamilton Co-axial Ltd.	Hamilton
Northgate Cable TV	Hamilton
Grand River Cable TV Ltd.	Kitchener, Stratford, Elmira
	Galt, Breslau, Hespeler,
	Waterloo, Shakespeare, Tavistock
Parra Communications Ltd.	Malton-Clarkson
Midland-Penetang Cable TV	Midland-Penetang
Aclean Hunter Cable TV	Mississauga, Malton, Streetsville
Newmarket Cable TV Co.	Newmarket, Holland Landing, Bradford
Oakville Cablevision Ltd.	Oakville
Orangeville Cablevision Ltd.	Orangeville
Orillia Cable TV Ltd.	Orillia
Oshawa Cable TV Ltd.	Oshawa, Bowmanville
Peninsula Cable TV	St. Catharines
Niagara Co-axial Ltd.	Stoney Creek, Saltfleet, part of Hamilton
Co-axial Colourview Ltd.	Toronto
Graham Cable TV	Toronto
Aclean Hunter Cable TV	Toronto
Retro Cable TV	Toronto
Rogers Cable TV	Toronto
Scarboro Cable TV	Toronto
York Cablevision	Toronto
Leeble Cable	Toronto
Western Cable TV Ltd.	Woodstock, Ingersoll, Beachville
Richmond Hill Cable TV	Richmond Hill, Markham, Stouffville,
	Kleinburg and townships

Map of Channel 19  
Viewing Area



Ontario Educational  
Communications Authority  
Bayview Avenue  
Toronto 352, Ontario

Design: Burton Kramer  
Associates Ltd

Photograph on page 13  
(on right): Miller Services





CA20N  
DE 95  
- A56







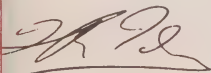
# Contents

August 15, 1972

The Honourable George A. Kerr, Q.C.,  
Minister of Colleges and Universities,  
Queen's Park,  
Toronto, Ontario.

In accordance with the provision of  
Section 12(1) of the Act to Establish  
the Ontario Educational Communications  
Authority, I submit herewith the second  
Annual Report of The Ontario Educational  
Communications Authority for the year  
ended March 31, 1972.

Yours very truly,



J. L. Kerr, Chairman

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# Chairman's Statement

## Television, Education and Social Development

Twenty-three years ago, Clarence Faust, vice-president of the Ford Foundation, writing in *The Educational Record* stated: "If our purpose is the development of intelligence, if the essential function of education is the development of the mysterious ability of men to reflect, to take thought, to judge, and to weigh, then we certainly need to look hard at the new means of communication available. . . . We need to consider what new possibility exists because of television for confronting the students with the most exciting minds of our day, when new materials otherwise not possible in the curriculum may be introduced by it, and not least of all, what curricular reforms will result when we begin to examine and readjust our means of education. . . ."

Since then, with varying emphasis in individual countries, the key role for educational television has ranged from providing learning opportunities to those who live great distances from schools and universities or those not able to make use of conventional institutions, to providing a medium for inexperienced teachers to observe teachers in action and to become familiar with new curricula, to enriching or supplementing existing educational practices, all within the context of the established formal approach to schooling.

The fact that educational television did not meet the expectations of its early advocates was largely a result of the tendency to consider it a self-sufficient medium. Therefore, it was in recognition of this fact that the mandate of the Authority was

made to include the communications media in general, and OECA educators and producers encouraged to design materials appropriate to expressed educational objectives.

While the majority of learning materials developed have been designed to aid instruction in the various educational institutions of the province, there has been a growing awareness of the demand by adult audiences for a range of programs which supply everything from non-sequential learning opportunities to full-scale courses not essentially different from those offered by the traditional school, college or university.

The effect of this has been to place considerable stress on the programming capabilities of the Authority. Not only must it satisfy the legitimate needs of the educational community through the production of specialized programs, it must also examine the needs and wants of the larger constituency that makes up the general public. In addition, while a sizeable library of excellent programs has been built up, the demand for fresh material is increasing and, at the same time, innovative educators associated with the Authority are discovering new approaches to the use of audio-visual materials for social and professional development which portend major changes in the methods used for both the production and utilization of the media.

The Authority was aware that it was critically important for the OECA to be prepared to meet the challenges that the 1970's would inevitably bring. In essence, there were two very practical problems

that had to be considered: production and distribution. In production, while our programs had earned international acclaim for their excellence and a major sales agreement had been concluded with NFB, it was realized that funding for the development of new concepts was inadequate and the physical and human resources needed to cope with ever increasing requirements for fresh material on the Authority's Channel 19 limited. At the same time, the lack of distribution facilities outside the Metropolitan Toronto area was the cause of justifiable charges of discrimination from regional council members, community groups and individual citizens.

The dilemma faced by the Authority, then, was that, given the financial restrictions faced by all educational institutions, if it did not shift funds from production to distribution, not only would a system which deprived the majority of the Ontario population of access to most of our programming be permitted to continue, but also the utilization of existing materials far from the optimum levels could not be justified even the present level of expenditures. If it did make such a shift, either the quality or the quantity of the program materials would be inadequate to make the system viable. Some additional, if relatively small, resources were obviously necessary. Therefore, the Government was asked to review its budgetary priorities with respect to the OECA.

At the same time, the Authority staff was asked to evaluate and bring forward recommendations pertaining to the cost of low-power UHF broadcast transmitters, TV delivery systems and a video-tape program service. It was obvious that no single system was adequate in itself. Broadcasting is the one system by which a majority of citizens in both urban and rural areas can be reached in their homes, and it is also the most economical method of providing programs to the head ends of cable companies in relatively densely populated areas. In a study conducted prior to the decision to apply for Channel 37, the costs of using broadcast television for this purpose were at least one-third of those utilizing any other physical or electronic delivery system. Cable, on the other hand, can be an extremely effective method of supplying a variety of signals simultaneously. The IRTV experiment in Ottawa used 12 channels to provide school programs to classrooms virtually simultaneously. The costs connected with such a project were such, however, and the software (program) requirements so great, that the Ottawa Board decided to modify the system, so that more schools and classrooms could be reached even though the retrieval possibilities were reduced. While broadcast television is ideal for reaching relatively large audiences and much of the Authority's production is obviously appropriate to this purpose, individual selection of programs or material within programs is impossible. On the other hand, cable, while possessing the technical capability to permit more selective access, is at present too expensive to be used extensively for this purpose.

It was for this reason that the Authority decided to pursue the advisability of providing a program service to educational institutions using video-tape. This format was selected since video-tape is not only cheaper than film, but is re-usable too. The economies promised were great – at least ten to one – for video-tape over film. It was encouraging to learn that 79% of secondary schools and 13.4% of elementary schools had already provided themselves with the necessary equipment to play back the material. The Authority, for itself had earlier established a media resource centre and had accumulated a library of some 8,000 programs, with the capability of making copies for distribution through the mails to individual school boards, schools, colleges, universities and other recognized educational institutions. The costs involved turned out to be remarkably low and, in April of 1972, a VIPS catalogue (video-tape program service for educational institutions) was announced. In essence, it offered to provide to educational institutions programs on half-inch or one-inch, monochrome or colour, video-tape. The initial price was based on the length of the program, that is, 10 or 11 cents a minute depending on the format used. These costs, together with a small handling charge, when considered along with the re-usable capacity of video-tape, promised easy access to the finest audio-visual materials in the world for the first time in the history of education.

That this service will have profound implications for the future is obvious. In his book *Prints and Visual Communication*, William M. Ivins, Jr., stated: "Whatever may be the psychological and physiological processes which we call knowing and thinking we are only able to communicate the results of that knowing and thinking to other men by using one or another kind of symbolism. Of the various methods of making such symbolic communication there can be little doubt that the two most important are provided by words and pictures". Educators have long been aware of this, and also that words and pictures are different in many important ways. It was obvious to them that any system which relied on one or another would become very limited in scope. Nevertheless, schools have continued to be print-oriented, designed and organized in such a fashion as to enable easy progress to be made by people who read and write effectively, since access to information has been easiest through that medium. It is true that educational films offered some hope earlier in the century that the development of non-verbal intelligence might be effected. However, the high costs involved in outright purchases of film prints, the often limited relevance of the content to the curriculum, the awkwardness of the projection process with the necessity to darken the classroom and the difficulties associated with ordering and receiving films on a loan basis discouraged many teachers from using them. As a result of these difficulties, planners for educational communications have yet to fully come to grips with the problem of how individual differences and variations in learning styles can be taken into account.



One current problem associated with using televised material for individual instruction is the lack of a system of classification, both of the programs and the material found in them. Most books with any pretence to scholarship have been classified and indexed so that the learner may select specific information he may wish to know without reading the entire book. The educational video-tape, however, has not been indexed in a similar fashion and hence, despite a technology that will permit the viewer to look at any selected segment of the tape almost upon command, it is virtually impossible for the viewer to identify those portions which may be relevant to his needs. Conscious of the fact that new material is being recorded at accelerating rates and that the lack of an early attempt to come to grips with this problem may well prove to be the biggest obstacle in promoting the use of the medium for individualized learning, the Authority initiated a research and development project to develop such a system. A survey of the field confirmed our belief that

there were no entirely suitable models in existence and, therefore, the OECA Research and Development staff was authorized to proceed with the experimental indexing and classification of some 200 programs. This project has already generated considerable excitement and, if pursued successfully, may establish a new standard.

It is difficult to assess at this time the effect that this new venture of the Authority will have on the social development of the province. If, as Alfred North Whitehead has said "education is the acquisition of the art of the utilization of knowledge", then the future of our society depends on the quality of its educational system and the accessibility of the opportunities it provides to all of its citizens. Too often we have assumed that, because our educational institutions are open to all, equal opportunity exists. That is only true if they are equally available, equally accessible and if they make provision for individual differences – not just of the conventional type – but differences in the kinds of intelligence to which they are designed to serve. Harold Barrows of McMaster University, in a paper presented to the National Conference on Multimedia in the Health Sciences (1971) stated: "Recent work in learning disorders and psychophysiology show that although many students are verbally oriented, many may learn more effectively through more non-verbal media . . . Video-tape, audio-tape, motion picture film . . . can offer distinct advantages in transferring certain varieties of information to the cortices of the learner".

It is becoming increasingly obvious that we cannot neglect the tremendous challenge presented by the whole concept of non-verbal intelligence. To address ourselves to this problem implies an insight into the nature of visual perception, an understanding of the visual language, the ability to translate abstract concepts into visual images and a dedicated and creative staff. Fortunately, the Authority has both. It is only through a sense of commitment, a willingness to persist and a determination to succeed that the other qualities can be acquired. We are fortunate that Ontario has seen fit to establish this organization and that so many people from across the province have given us their support.

T.R.Ide, Chairman.

# opos du Président

vision,  
cation et progrès social

La 23 ans, Clarence Faust, vice-président de la Fondation Ford, écrivait dans *The Educational Record*: "Si notre est de développer l'intelligence, si la action essentielle de l'éducation est de développer cette aptitude mystérieuse l'homme à réfléchir, à penser, à juger peser, c'est alors que se fait sentir le besoin de reconsidérer les nouveaux moyens de communication qui sont à notre disposition. . . . Nous nous devons envisager les possibilités nouvelles que la télévision de donner aux étudiants l'occasion de se frotter aux esprits les plus brillants de notre époque, de réfléchir aux nouveaux auxiliaires pédagogiques que, grâce à elle, nous pourrions bientôt introduire dans les programmes d'études. Enfin – et c'est un point très important, nous nous devons songer aux réformes des programmes d'études qui résulteront de l'examen et de l'introduction de nouveaux moyens d'éducation. . . ."

Puis lors, le rôle essentiel de la télévision éducative dans le monde est toujours demeuré dans le cadre traditionnel et consacré de l'enseignement même si certains pays en ont considéré l'aspect plutôt qu'un autre. Tantôt il agissait de faciliter la disponibilité de l'enseignement formel à ceux qui se trouvent très éloignés des écoles et des universités ou à ceux qui ne pouvaient fréquenter les établissements additionnels d'enseignement. Tantôt il agissait d'offrir aux enseignants inexplorés un moyen d'observer des

collègues à l'oeuvre et de se familiariser ainsi avec de nouveaux programmes d'études. Tantôt il s'agissait d'enrichir les pratiques éducatives existantes ou de les compléter.

Si la télévision éducative n'a pas répondu à l'attente de ses premiers partisans, c'est qu'on a trop eu tendance à la considérer comme un médium qui se suffit à lui-même. C'est pourquoi on a voulu que le mandat de l'Office comprenne tous les média de communication, et les éducateurs comme les réalisateurs de l'OTEO furent encouragés à produire des documents d'éducation correspondant aux objectifs posés.

Alors que la plus grande partie des auxiliaires pédagogiques conçus avaient été élaborés pour faciliter l'enseignement dans les divers établissements scolaires de la province, on s'est graduellement rendu compte que les adultes désiraient des programmes répondant à des besoins très différents, depuis les possibilités isolées et fortuites d'apprentissage jusqu'aux cours traditionnels complets rejoignant ceux offerts dans les écoles, collèges ou universités.

Il en est résulté des pressions considérables sur le potentiel de production de l'Office. Non seulement doit-il satisfaire aux besoins légitimes du monde de l'enseignement en réalisant des émissions spécialisées mais il doit également tenir compte des besoins et des désirs d'un groupe plus vaste encore: le grand public. De plus, bien qu'on ait mis sur pied une importante vidéothèque d'excellentes émissions, les demandes de nouveau matériel didactique augmentent et, en même temps, des éducateurs engagés

dans leur travail à l'Office découvrent de nouveaux moyens d'utiliser les auxiliaires audio-visuels pour l'avancement social et professionnel. Ceci laisse entrevoir des changements importants dans les méthodes utilisées jusqu'ici pour la production et l'utilisation des média.

L'Office savait pertinemment qu'il était crucial d'être prêt à relever les défis que les années 1970 ne manqueraient pas d'apporter. Au fond, deux problèmes d'ordre pratique se posaient: la réalisation de matériel éducatif et sa diffusion. Dans le domaine de la réalisation alors que nos émissions s'étaient taillées une réputation internationale par leur haute qualité et qu'un accord de vente important avait été conclu avec la National Broadcasting Corporation américaine, on se rendait bien compte que le financement nécessaire à la mise au point de nouveaux concepts était insuffisant et que les ressources physiques et humaines indispensables pour faire face à des demandes toujours grandissantes d'une programmation toujours fraîche et inédite pour le canal 19, étaient limitées. D'autre part, les difficultés que présente la diffusion en dehors de l'agglomération torontoise, ont incité les conseils régionaux, les groupes communautaires et les téléspectateurs individuels eux-mêmes à reprocher – à bon droit d'ailleurs – à l'Office d'appliquer un traitement de faveur à l'agglomération torontoise.

L'Office faisait donc face à un dilemme: s'il ne détournait pas des crédits de la production à la diffusion, non seulement on ne tolérerait plus longtemps une situation dans laquelle la majorité de la population ontarienne se voyait privée de la réception de nos programmes mais, de plus, l'utilisation des ressources existantes qui n'ont pas encore atteint le niveau optimum ne pourrait plus justifier le coût actuel de ses programmes.

Ou bien, d'autre part, l'Office acceptait de détourner des crédits de la production à la diffusion et alors une qualité et une quantité inadéquates des programmes faisait du système, un système non rentable. Il apparaissait donc absolument nécessaire de trouver d'autres ressources financières si minimes soient-elles. Demande fut donc faite aux Pouvoirs publics de réexaminer les priorités budgétaires en faveur de l'OTEO.

Par ailleurs, on demanda au personnel de l'Office d'étudier la rentabilité et le coût des émetteurs de télévision UHF (ultra haute fréquence) à petite puissance, des systèmes de transmission en circuit fermé et d'un service d'impressions de bandes vidéo et de préconiser des recommandations. Il était évident qu'aucun système n'était à lui seul suffisant. La télédiffusion est non seulement le seul et unique système par lequel on peut atteindre dans leur foyer la majorité des citoyens des régions urbaines et rurales, mais c'est aussi le moyen le plus économique de transmettre des émissions aux antennes de compagnies d'exploitation de télévision par câble dans des localités relativement peuplées. Une étude menée avant de décider de solliciter l'autorisation d'opérer le canal 19, révéla que le prix de revient de la diffusion télévisée dans ce but, était inférieur d'au moins un tiers à celui de l'utilisation de tout autre

système de transmission, électronique ou non. Le câble, d'autre part, peut être une méthode extrêmement efficace de fournir simultanément une variété d'indicatifs. L'IRTV à Ottawa a utilisé de façon expérimentale 12 canaux pour fournir presque instantanément des émissions dans toutes les classes du système scolaire. Mais les frais entraînés par le projet étaient tels et la production des programmes si complexe, que le conseil scolaire d'Ottawa décida de modifier le système de façon à ce qu'un plus grand nombre de classes et d'écoles soient touchées même si les possibilités de récupération étaient réduites. Alors que la télédiffusion est un moyen idéal de toucher des auditoires relativement vastes et que la plus grande partie des réalisations de l'Office répondent évidemment à ce but, la sélection d'émissions spécifiques ou d'éléments qui les composent est impossible. D'autre part, bien que le câble permette techniquement une réception plus sélective, il est actuellement d'un prix trop élevé pour qu'on puisse le développer à cette fin.

A la lumière de ces données, l'Office décida de mettre sur pied un service de distribution d'émissions sur bandes vidéo aux organismes d'éducation qui les sollicitent. On a choisi ce format non seulement parce que les bandes vidéo reviennent moins cher que le film mais encore parce qu'elles sont réutilisables. Les économies prévues ainsi étaient importantes – au moins dix contre un – en faveur des bandes vidéo par rapport aux films. Il était encourageant d'apprendre que 79% des écoles secondaires et

13.4% des écoles primaires s'étaient équipées de magnétoscopes. Quant à l'Office, il avait déjà établi un centre de documentation et avait constitué une vidéothèque de quelque 8,000 programmes sur bandes magnétoscopiques avec la possibilité de les reproduire et les expédier aux conseils scolaires, écoles, collèges, universités et tout autre établissement d'enseignement reconnu qui en feraient la demande. Les frais encourus s'avérèrent très bas et en avril 1972, on annonçait le service VIPS (service de distribution de bandes vidéo aux organismes d'éducation). Il s'offrait à fournir aux établissements d'enseignement des émissions sur bandes vidéo, noir et blanc ou couleur, d'un demi-pouce ou d'un pouce. Le prix initial fut établi d'après la durée de l'émission c'est-à-dire, 10 ou 11 cents la minute selon le format de ruban utilisé. Ces tarifs, auxquels il fallait ajouter des frais de manutention peu élevés et le fait que la bande magnétoscopique était réutilisable facilitaient, pour la première fois dans l'histoire de l'éducation, la disponibilité des documents audio-visuels les meilleurs au monde.

Il était évident que ce service aurait d'importantes répercussions sur l'avenir. Dans son livre "Prints and Visual Communication", William M. Ivins Jr, déclarait "quels que soient les processus psychologiques et physiologiques que nous appelons connaissance et réflexion nous ne pouvons en transmettre les résultats à autrui que par l'intermédiaire d'une autre forme de symbolisme. Parmi ces diverses méthodes de transmission symbolique les deux plus importantes sont, sans nul doute, la parole et l'image." Il y a déjà bien longtemps que les éducateurs



nt compris comme ils ont également  
pris que le mot et l'image diffèrent  
ormément. Il leur était apparu évident  
e tout système qui faisait appel à l'un,  
exclusion de l'autre, aurait une portée  
s limitée. Néanmoins, les écoles ont  
ntinué à miser sur l'imprimé, à favoriser  
progrès de ceux qui savaient bien lire  
écrire puisque c'est ainsi qu'on a le  
s facilement accès à l'information. Il  
vrai cependant qu'il y a quelques  
nées des films pédagogiques avaient  
ssé entrevoir la possibilité de dévelop-  
l'intelligence sans passer par la  
role. Mais le coût élevé des copies de  
ns, le rapport souvent limité de leur  
ntenu avec le programme d'études, les  
blèmes soulevés par la nécessité de  
rojecter le film dans une salle obscure  
es difficultés de commandes et de  
ception selon une formule de prêt,  
couragèrent plusieurs professeurs de  
en servir. A cause de ces difficultés, les  
sponsables de la télécommunication  
ucative n'ont pas encore découvert le  
oyen de respecter les préférences  
dividuelles et de tenir compte des  
férents modes d'apprentissage.

es efforts d'utilisation des émissions  
évisées pour l'enseignement individuel  
nt frustrés par le manque d'un système  
classification, à la fois des émissions  
de leur contenu. La plupart des livres,  
nt soit peu didactiques, ont été classés  
indexés de façon à ce que le lecteur  
isse trouver les renseignements précis  
s'il veut connaître sans avoir besoin de  
e tout le livre. Les bandes vidéo des-

tinées à des fins pédagogiques n'ont pas  
été indexées de la même manière. Par  
conséquent, en dépit des progrès tech-  
niques qui permettent au spectateur de  
regarder n'importe quelle séquence de la  
bande presque à volonté, il est pratique-  
ment impossible au téléspectateur de  
dépister les séquences qui répondent à  
ses besoins. Conscient du fait que les  
nouveaux programmes sont produits à  
un rythme de plus en plus rapide et que  
l'indifférence manifestée envers ce pro-  
blème dès ses débuts pourrait bien être  
l'obstacle le plus sérieux à l'essor du  
médium relativement à l'apprentissage  
individuel, l'Office a lancé un programme  
de recherches pour la création d'un tel  
système. Des enquêtes dans ce domaine  
nous ont confirmé qu'il n'existait pas  
encore de modèles tout à fait satisfai-  
sants et que par conséquent, le personnel  
de l'OTEO chargé de la recherche et de  
l'expérimentation était autorisé à procéder  
à l'indexation et à la classification expé-  
rimentale de 200 émissions. Ce projet a  
déjà soulevé beaucoup d'enthousiasme et  
s'il est mené à bon terme, il pourrait bien  
servir de nouvelle norme.

Il est encore trop tôt pour jauger la portée  
de cette nouvelle entreprise de l'Office sur  
le progrès social de la province. Si,  
comme l'a dit Alfred North Whitehead  
"l'éducation est l'acquisition de l'art  
d'utiliser ses connaissances", l'avenir de  
notre société dépend de la qualité de son  
système d'éducation et de sa disponi-  
bilité à tous les citoyens. Nous avons cru  
trop longtemps que parce que nos établis-  
sements d'enseignement étaient ouverts à  
tous, les mêmes débouchés s'offraient à  
tous. Cela ne peut être vrai que si ces  
établissements sont également disponibles  
à tous, également accessibles à tous et  
s'ils tiennent compte des différences entre

les individus — non pas seulement les  
différences classiques — mais les diffé-  
rences dans les formes d'intelligence  
qu'ils doivent desservir. Dans une étude  
présentée au Congrès national sur "les  
différents média et les sciences médicales  
(1971)", Harold Barrows de l'université  
McMaster déclarait, "des travaux récents  
sur les problèmes d'apprentissage et la  
psycho-physiologie démontrent que même  
si de nombreux étudiants sont orientés  
vers la parole, beaucoup d'entre eux peu-  
vent apprendre plus efficacement par des  
moyens non verbaux . . . Les bandes vidéo,  
les bandes sonores, le film . . . peuvent  
offrir des avantages indubitables dans le  
transfert de certains types d'information  
dans le cortex de l'élève".

Il devient de plus en plus évident que nous  
ne pouvons ignorer le défi énorme qu'offre  
le concept de l'intelligence non verbale.  
Nous consacrer à ce problème exige que  
nous pénétrions la nature de la perception  
visuelle, que nous ayons une compréhen-  
sion du langage visuel, la capacité de  
traduire des concepts abstraits en images  
visuelles et enfin la collaboration d'un  
personnel dévoué et créateur. Et l'Office a  
le bonheur de posséder les deux. Ce n'est  
que par un engagement total, une persé-  
vérance inébranlable et la volonté de  
réussir que l'on peut acquérir les autres  
qualités. Nous sommes redevables à  
l'Ontario d'avoir jugé utile de créer cet  
organisme et à un très grand nombre de  
ses citoyens de nous avoir accordé leur  
appui.

Le président du conseil  
T. R. Ide



*Le Théâtre, le tragique et vous*



*Let's Act It Out*



*Ripples*

## Introduction

In the virtue of its legislation and reporting relationships, the Authority is situated in the social policy field of Ontario public affairs. Its concerns are for the educational opportunities of all: children and adults, in school and at home. In its short existence, the Authority has been active in planning for ways to engage the range of audiences it must serve. In the present year, it commissioned studies of technical plans to distribute its programs at all times of day to these constituencies, entered into discussions with other branches of government concerned with communications within the province, met with organizations in the private sector to examine shared facilities and distribution modes, submitted an intervention to the Canadian Radio-Television Commission for Authority use of new frequencies, and provided briefs and papers on its operations and their cost to other Ontario agencies. The objective in these activities was to plan toward a more accessible service of social benefit for all Ontario.

In this work, the relationships between the Authority and the two ministries concerned for formal education in the province are of great importance. In approaching its services to elementary education, for example, the complementary role played by OECA programming in Ontario classrooms is measured three times annually through surveys distributed by the Ministry of Education to all schools. Teachers, administrators and often students, comment and rate authority programs they use to supplement classroom learning. As a result, the Authority has been able to identify certain qualities which dominate the 10 most appreciated elementary school programs:

### Me and My World

The purpose of these six primary programs is to make children more aware of their environment and to motivate them to learn more about their world.

### Let's Act It Out

Six primary programs to provide a foundation for the creative arts program. The programs introduce the necessity for planning, and show how music, movement, sound effects, props, simple scenery and costumes can be created by children in the classroom.

### Health – All About You

A 20-part series for primary grades about the body and the uniqueness of human development.

### Ripples

Encounters between children and experience brought to them by television. Thirty-six programs, co-produced by OECA and the National Instructional Television Center, Bloomington, Indiana, ranging from simple ideas about the child's daily life to sophisticated ideas about the larger society which demands his understanding.

### Reading Opportunities

A series for children in Grades 3 and 4 who are having difficulty in learning to read. The 25 programs are designed to provide an experience that will build concepts, extend word knowledge through vocabulary associated with these concepts and experiences, encourage the use of this language through detailed follow-up suggestions and encourage critical and analytical thought.

### Ecology: You and Your Environment

Seven programs for the junior grades. As the program guide puts it, "If we increase the concern which students already feel for the environment, then maybe some of it will be transferred to their parents".

### Mathematical Relationships

Twelve animated films for junior grades, also used by teachers of other grade levels. Each program deals with a basic concept and its applications in modern society. It is the intention not to present specific concepts by direct teaching, but rather to give students an intuitive look at, or within, the broader scope of mathematics.

### Man and His World

Fifteen programs for junior grades (also used for secondary school geography), portraying pastoral, agricultural and industrial societies in South America, Europe, Asia and Australia.

### Pioneer Ontario

Three programs for Grades 7 and 8 exploring some of the different and perhaps little-known aspects of life in Ontario in the late eighteenth century. The main emphasis is on the actual experience of those times.

### The Stream Community

Six programs for the junior grades. The main objectives are to see the world outside the classroom as a laboratory for the study of science. The programs show the activities of a class as it divides into groups to investigate different aspects of a stream.

The salient characteristics of these programs constitute the basic reason for using the electronic form of educational communications in classrooms: with the teacher's help, they organize and expand the learning experience of children.



*Each program offers participation in a planned, tested learning system.*

For example, *The Stream Community* gives a model for involvement in a wide learning experience, not to mention a teaching experience. The program guide shows how to organize field trips; the program illustrates what can take place. Equipment for collecting scientific information, for measuring and for transporting samples under controlled temperature conditions is suggested. Steps for class preparation are indicated; follow-up and evaluation techniques are outlined. The teachers' notes, annually revised, are determined from classroom observation and testing and consultation with teachers and students.

*The programs offer unique experience to learners.*

The classroom without walls, without time constraints or apparatus shortages is made possible. The experience of other cultures is obvious in the above sample series. The mathematics series animates relationships which no blackboard can convey. The health series records observations open to only a few highly-equipped laboratories and transmits them to the eye of children in the most remote parts of the province.

*The programs enrich the curriculum by available timely materials.*

Electronic forms of educational communications can be prepared relatively quickly to meet changing curriculum needs, in comparison to print, or even film materials. With present interest in ecology, the new math, such materials obviously find their way quickly into use and can be revised as the need arises. Though most Authority productions assume a five-year use in order to capture the most economic rates negotiated with unions and teachers' organizations, changes can be made

promptly by electronic editing. Authority budgeting makes provision for such changes.

*The programs stimulate new approaches to learning.*

The health series tours the body; the reading series motivates through encounter with words in action; *Ripples* opens the senses and emotions of the developing child to his expanding world. The ordered, tested, sequences create intellectual and behavioural settings of interest to professionals in their own development as teachers and administrators. Learning is consistently presented (for example, *Mathematical Relationships*) with its aesthetic dimension exposed.

*The programs attempt wider social effects.*

Adults are presumed to learn from children – about the environment, about the new math. The Authority has been able to estimate from commercial survey figures that the in-school audiences are joined by comparable public audiences. Some programs stimulate family concern for the topic – as in the ecology series.

*The programs speak about the quality of modern education in the Province.*

Because they are distributed by broadcasting, a very wide public is informed on the methods and concerns of the Ontario system, its interest in tradition and history, the future and the care with which it approaches the development of its children.

*The resources represented in the programs are increasingly available.*

Through limited time purchased on 54 stations and the broadcasts of the dedicated transmitter, 90% of the population of the province can be reached, though not (in the case of adults) at suitable hours. The use of local cable systems and shipment of tapes to isolated schools supplements this lowest-cost distribution mode. Educational jurisdictions in Sudbury, Timmins, Ottawa and London make extensive use of OECA programs on local redistribution systems. The increasing availability of recording machines in schools places programs more at the disposal of classes when they require them as does the Authority dubbing service which produces copies of programs on the demand of individual schools.

The Authority's provincial broadcast service for schools is currently broadcast from 9:10 a.m. to 10:00 a.m. Monday to Friday, 10:00 a.m. to 10:30 a.m. Monday, Wednesday and Friday, with Franco-phonics releases Mondays from 11:00 a.m. to 11:30 a.m. and Tuesday to Friday 10:30 a.m. to 11:30 a.m. In the Toronto area, the dedicated transmitter, CICA-TV, Channel 19 also releases programming for schools in the afternoons. Both the network and CICA broadcast pre-school programs at appropriate morning hours and teacher training programs are broadcast during the week and on weekends.

*The educational policy implications of these programs as they embody the work of the Authority in educational communications may be extensive.*

"When so much is being invested in new facilities, when teaching is going to be lifted from the privacy of the classroom into public view, then a decision to introduce the new media inevitably raises

basic questions about what is to be taught and why, how it is to be taught, and what effect it has. An educational system rarely has a better opportunity to re-examine its content, methods, and results. If an educational system plunges into an extensive new-media operation without such initial scrutiny; if it begins to produce materials which are to be disseminated on a broad scale without reviewing the materials toward which the materials are supposed to be leading people; if it fails to explore high alternative ways to pursue these materials in order to choose the best; if it invests so much money, time and manpower in new practices without measuring some of their effects and feeding back this information to its planners and programmers – then it is missing a rare opportunity to improve itself in fundamental ways.

It must be remembered that the great inefficiency of the media in distributing education means that they can make either good or bad education more widespread. They can distribute only what is put into them.”

Ilse Schramm, Phillip H. Coombs, Friedrich Thiernert, Jack Lyle,  
*The New Media: Memo to Educational Planners*,  
 Paris, UNESCO, 1967.

## b) Operation Moonvigil – An OECA approach to learning systems

### The Challenge

The *Operation Moonvigil* project began with what looked like a simple idea . . . why not do a series of programs on social relationships. A survey of existing material in this subject area by a group of teachers and educational consultants indicated that little had been done previously and that what had been done was too academic. The idea expanded as the problem became more defined. Why not aim the project at small-group learning? Why not reach a younger audience than did the existing material? Why not provide an action/interaction/reflection process to let the students discover through and by themselves? Why not use other media along with television? The idea crystallized . . . the OECA should develop a simulation game for Grades 5 to 9 that would make use of television, print materials etc. It was a big challenge. No one had tried to put all these elements together before.

It worked. Kids loved it. Teachers loved it. And over 700 Operation Moonvigil kits were sold to schools and boards during the first school year.

### What is Operation Moonvigil?

The game was designed to allow students to discover how and why institutions come into being, and to see some of the elements involved in the interaction between individuals and institutions.

In a simulation, a situation is so contrived that participants, through their own actions and the actions of others, are led to an understanding of certain concepts through participation at the game level.



*Operation Moonvigil*





The setting is the Copernicus Crater on the moon; the time ten years hence. The crew of a lunar research vehicle is unable to leave the moon due to a serious malfunction on board the spacecraft. While waiting for rescue, the crew must provide for their basic survival, communicate with Mission Control and maintain their health and morale.

Each day the crew receives, via television, a broadcast from Mission Control outlining their position and assigning their tasks. Each 10-minute broadcast is preceded by five minutes of preparatory activity, and followed by a half hour of task-completion. This 40 minute span is intended to represent a complete day on the moon. Each Moon Day presents the crew with a new challenge and new experiences in institution building.

#### How did the Operation Moonvigil pieces come together?

It started when OECA educators and producers began the program production.

At the same time as the programs were being filmed, the designers, writers and editors started work on the kit.

When the Research and Development Branch tested the game in several classrooms in Ontario – and the kit and the programs were revised.

The Utilization Section offered workshops to all schools in the province. Teachers from over 900 classrooms participated and learned how to use Moonvigil.

In the 1971-72 school year *Operation Moonvigil* was broadcast four different times on Channel 19 and the Provincial Broadcast Service.

Left: *Operation Moonvigil* Kit

Right: School Testing of *Operation Moonvigil*

Photograph overleaf:  
*Operation Moonvigil* at the  
 Canadian Education Showplace





# OPERATION WOOD

A simulation game  
for grades five to nine

# Financial Statement

## Statement of Operations and Deficit

the year ended March 31, 1972

Ontario Educational Communications Authority

### Revenue

Basic grants, Province of Ontario	\$10,800,000
Special grants, Province of Ontario, less deferred portion (note 5)	359,014
Miscellaneous income	83,402

**Total Revenue** **\$11,242,416**

### Operating Expense

Program production costs (notes 6 and 7)	\$ 5,418,048
Broadcasting and distribution expense	1,378,185
Support materials, publications and publicity	1,080,335
Program evaluation and research	313,180
Activities and workshops in educational institutions	285,054
Administrative expense	1,607,562
Location expense (note 5)	259,014

**Total Operating Expense** **\$10,341,378**

Excess of revenue over operating expense	\$ 901,038
Fixed assets purchased from revenue	575,427

Excess of revenue over operating expense and fixed asset acquisitions **\$ 325,611**  
Deficit at March 31, 1971 **706,595**

Excess of revenue over operating expense and fixed asset acquisitions **\$ 380,984**  
Deficit at March 31, 1972

The accompanying notes form an integral part of the financial statements.



# Balance Sheet

As at March 31, 1972

The Ontario Educational Communications Authority  
(Incorporated without share capital under  
The Ontario Educational Communications Authority Act)

## Assets

### Current Assets

#### Accounts Receivable:

Programs and publications	\$ 40,047
Special grants, Province of Ontario (note 5)	1,552,000
Other	5,646
	<b>\$1,597,693</b>

#### Inventories: (note 8)

Program support materials	\$ 99,771
Film and video-tape stock	26,692
Stores supplies	38,334
Production work in progress (note 7)	97,301
	<b>\$ 262,098</b>

Prepaid expenses	<b>\$ 49,125</b>
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<b>Total Current Assets</b>	<b>\$1,908,916</b>
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### Fixed Assets (note 1)

Technical and engineering equipment	\$2,731,692
Office furniture and equipment	349,639
Automotive equipment	10,974
Leasehold improvements	152,352
<b>Total Fixed Assets</b>	<b>\$3,244,657</b>
	<b>\$5,153,573</b>

The accompanying notes form an integral part of the financial statements.

On behalf of the Board:

T. R. Ide  
Director



E. J. Brisbois  
Director



## Liabilities

### Current Liabilities

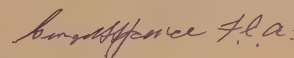
Bank indebtedness	\$ 283,189
Accounts payable, trade	555,613
Accrued liabilities	258,112
Deferred revenue, special grants – Province of Ontario (note 5)	1,192,986
<b>Total Current Liabilities</b>	<b>\$2,289,900</b>

### Auditor's Report

I have examined the balance sheet of The Ontario Educational Communications Authority as at March 31, 1972 and the statement of operations and deficit for the year ended on that date. My examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as I considered necessary in the circumstances.

In my opinion these financial statements present fairly the financial position of the Authority as at March 31, 1972 and the results of its operations for the year ended on that date, in accordance with generally accepted accounting principles applied, except for the change explained in note 7, on a basis consistent with that of the preceding period.

Toronto, September 8, 1972.



George Spence  
Provincial Auditor

## Equity of the Province of Ontario

### Fixed Assets:

Balance at March 31, 1971	\$2,552,940
Net additions (note 9)	713,250
	<b>\$3,266,190</b>
Less amortization of leasehold improvements (note 1)	21,533
<b>Balance at March 31, 1972</b>	<b>\$3,244,657</b>
Deficit	(\$ 380,984)
<b>Total Equity</b>	<b>\$2,863,673</b>
	<b>\$5,153,573</b>

# Notes to Financial Statements

March 31, 1972

1. As of January 3, 1971, certain fixed assets were contributed to the Authority by the Ontario Department of Education – Educational Television Branch. Such assets have been valued and recorded by the Authority at their estimated replacement cost at that date. Subsequent additions have been recorded at cost. The cost of leasehold improvements is amortized over the period of tenancy of the premises to which such costs apply.

2. With the approval of the Lieutenant Governor in Council, the Authority has entered into a lease agreement for its new premises, the terms of which require payment of approximately \$542,000 per annum for an initial period of ten years, commencing on the later of April 1, 1972, or the effective date of tenancy.

3. Under the terms of a Memorandum of Agreement with the Canadian Broadcasting Corporation, the Authority has agreed to repay, with interest, the capital costs of the Channel 19 transmission facilities owned by the CBC, estimated to be \$630,000, and to pay the transmitter operating costs of the Corporation provided

that the Authority continues usage of the transmitter. The Authority has the right to discontinue the agreement at the expiration of any license period. To March 31, 1972, the Authority has made capital cost repayments of \$31,500 to the Corporation.

4. The total remuneration for the year of directors, including the Chief Executive Officer of the Authority, was \$39,848.

5. Special grants of \$1,552,000 were appropriated to the Authority by the Province of Ontario for the year ended March 31, 1972. \$100,000 was to cover rental costs incurred by the Authority resulting from the assumption of certain leases from the Department of Public Works. The remaining \$1,452,000 was to cover the estimated costs incurred by the Authority in relocating to its new premises. To March 31, 1972, the Authority had incurred relocation costs amounting to \$259,014. Accordingly, the unexpended portion of the special grant has been deferred, pending the expenditure of funds relating thereto.

6. Program production costs include direct costs such as freelance staff and crews, studio facilities, property settings, film processing, program rights and acquisitions, as well as staff and facilities within the Authority whose main activities are directed to program production.

7. The Authority now follows the practice of charging the costs of program production and program purchases to operation when the programs are completed and ready for broadcast or other distribution. During the previous period, the Authority charged such costs to operations at the time they were incurred.

8. Inventories are valued at cost except for certain program support materials which are at net realizable value where this value is lower than cost.

9. Net additions consist of fixed assets purchased from revenue and fixed asset acquisitions included in relocation costs.

10. An actuarial analysis of the Authority's pension fund has not been completed, pending the transfer of contributions from the Public Service Superannuation Fund





### Operation Moonwig

A simulation game for grades five to nine produced by The Ontario Educational Communications Authority.

An action-packed interaction package designed to enable students to discover how and why instructions come into being.

Beginning Monday, Nov. 10th, Operation Moonwig will be on display in the OCA Pavilion on Grounds 1.

## Teachers' and Students' Response to Operation Moonvigil

### What the teachers said

Seventy-two percent of the teachers felt that their pupils had achieved the objectives of *Operation Moonvigil* contained in the Teachers' Guide.  
(Report 13-R&D-p.16)

With respect to the future use of *Operation Moonvigil*, 71.3% of the teachers would use it with another class; 96% would recommend it to other teachers.  
(Report 13-R&D-p.18)

"There is no doubt that a simulation game such as *Operation Moonvigil* calls for great adjustments in the traditional teacher-pupil mode of classroom interaction. The difficulties experienced by both teachers and pupils in adapting to these new roles present the most formidable challenge to the success of simulation."  
(Report 13-R&D-p.24)

"I was intrigued by its approach and by the type of learning both the students and I would achieve."

"The pupils needed group work but it was necessary for them to be less dependent on me and more dependent upon themselves."

### And the students - what did they say?

"The people who made Moonvigil wanted us to learn to get along with classmates and work together."  
(Report 14-R&D-p. 161)

"I think the people who made Moonvigil are trying to learn how much the people can do on their own without the teacher always helping you."  
(Report 14-R&D-p. 161)

"We all like this game, there are lots of activities that you can do and you get to eat three space food sticks a day. I think that's the best, best part."  
(Moonvigil Diary, Moon Day 2, Grade 5 boy)

"In our small group of scientists there is no appointed leader. We act as a democracy, we feel that this is the best way rather than having a dictator. But this only applies in a small group. In a large group there should be a leader, but the leader must be open to advice and criticism. . ."  
(Moonvigil Diary, Moon Day 2, Grade 8 boy)

### Exhibits

*Operation Moonvigil* also branched out beyond the classroom. In order to reach more teachers, a Moonvigil display was put up at Toronto's Canadian Education Showplace, an exhibition of products and ideas for education, training and development.

And, in a unique co-operative venture, the Ontario Science Centre and OECA staff created a setting for *Operation Moonvigil*. Eight "crews" had an opportunity to play Moonvigil in a simulated Lunex 12 space capsule. The game was also made more sophisticated by the addition of an on-board computer with voice and teletype capabilities.

## c) Creation and Acquisition of Program

### Creation & distribution, OECA Programming

Broadcasting hours, Channel 19, CICA-TV	
Programming target (hours) for 1971-72	4,

Actual broadcast hours for 1971-72	4,
------------------------------------	----

Daily average broadcasting hours	
----------------------------------	--

Canadian content, Channel 19	
Average (percentage), all programming	
Programming (percentage), prime time	

Telecast breakdown (percentage) by general categories, 1971-72, Channel 19	
--	--

Pre-School & Primary	
School & Youth	2
Teacher Education	
Adult, University & College	
French	

Programs produced, 1971-72	
OECA production and co-production with the private sector	9

Purchased network time, English and French	
Programmed by OECA weekly for 1971-72 school year (hours)	

Purchased private station time	
Programmed by OECA weekly for 1971-72 school year (hours)	

Isolated schools	
Monthly, for 32 schools (hours)	

Cable service distribution	
Weekly, four systems, Northwestern Ontario (hours)	5



are a couple who have been retired for many years and to no small extent are dependent on TV entertainment. We have been very interested in their programs. Of course many of them on Channel 9 are over our heads, but I am sure we listen to the station more than all the others put together." *Merloo, Ontario*

All Authority programs are produced and acquired with the aim of serving the educational needs of Ontario citizens of all ages. In the service of these needs, responsibility is assigned to the four sections of the Programming Branch: Pre-School, Primary and Teacher Education; School and Youth; University, College and Adult; and French Language. The key staff members of these sections are educators who maintain a close working relationship with teachers, educators and experts representative of the interests of the schools, community colleges, universities, adult education organizations, and with the two Ministries (Education and Colleges and Universities) responsible for educational policies in the province. Programming is developed with the advice of committees representing these educational interests; in the 1971-72 broadcast season 254 persons from various parts of the province served on program advisory committees.

The Authority has a reputation for quality programming which has been strengthened, not only by the significant number of awards the Authority has received in international festivals (see Appendix C), but also in the public attention received at the time of the signing of a contract with NBC for distribution of OECA programs as educational films in the United States. At the signing ceremony in January, former Education Minister, the Honourable Robert Welch, said that the agreement between OECA and NBC has a much wider significance than the mere sale of television material:

"NBC's confidence that what has been good for Ontario will fulfill a similar need in the U.S.," he said, "tells us our approach to educational technology has not been too regionalized and creates the possibility of wider international trade in educational technology."

"I really enjoy P.L.O. I'm tired of seeing the usual trite programs about education and am happy to see programs where we can laugh at ourselves." *Owen Sound, Ontario*

The president of NBC Educational Enterprises, Morris Rittenberg, referred to OECA's programming as "the mother lode" of educational programming, "the best in the world".

In international program festivals OECA for the second consecutive year won two Ohio State awards in competition with major North American networks and educational television systems.

However, of particular significance was the winning of awards in three other program festivals:

At the 1971 Chicago International Film Festival OECA won a "Gold Hugo" award with a "Special Citation" not for simply one entry, but jointly, for four entries. The jury's citation reads as follows:

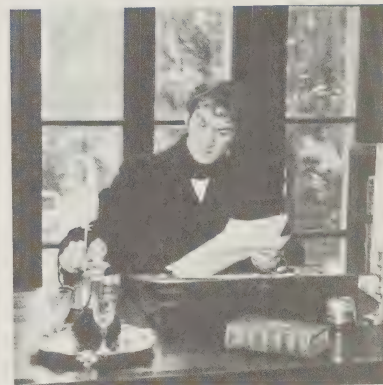
"Because of the overall excellence of their entries, The Ontario Educational Communications Authority is awarded a Gold Hugo with a Special Citation. All entries demonstrated superior realization of television potentiality through their freshness of approach, tasteful and humorous appeal to the audience, excellence of execution, and incisive insights into today's world and people."

However, perhaps the world's most prestigious international program festival is the Japan Prize International Educational Program Contest. There the Jury's Prize was awarded to "American Challenge: Canadian Response", a vivid portrayal of current national attitudes for secondary students and adults.

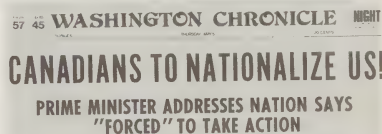
In the Canadian Film Awards, in the Arts and Artists category, the program "Found Sculpture with Viktor Tinkl", won an "Etrog", while the "Best Actor Award" was won by Colin Fox for his role in the OECA historical program for secondary students, "Durham and the Two Nations".

"Thanks to my hours of work, I am able to watch morning television. This morning's filmed instruction on hydraulics and economics was clearly and entertainingly presented."

"I realize that these broadcasts are intended for the schools, but I'm sure that this type of instruction would be popular with adults, and I look forward to the day when a lending library of such material will be possible for home replay." *London, Ontario*



Colin Fox in *Durham and the Two Nations*



*American Challenge: Canadian Response*



*American Challenge: Canadian Response*



"Let me congratulate you for the excellence of the show *Zéozéro huit* shown on Channels 13 and 8. The dialogue and realization were of top notch quality. I hope that you may continue to produce many fine programs."  
*Cornwall, Ontario*

Of the four sections of the programming branch, that concerned for university, college and adult programming is the newest, without the experience and tradition of the others in meeting needs of a diverse audience of learners. It is noteworthy, therefore, that it was able successfully to plan and develop within a few months the television component of a university credit course, "Arts 100: Communications", (sub-titled, "The New Literacy"). Described as a "multi-media credit course" to initiate explorations of new communications methods, the course extended throughout the academic year, with programs broadcast, and repeated, weekly, directed to adult students in their homes.

In addition to the television component of this educational system, the registered student received from the university 10 audio-tape cassettes, had to complete seven research assignments, and attend monthly three-hour tutorials held in convenient locations throughout the Channel 19 viewing area. Research conducted co-operatively by the University and OECA's Research Section has clearly indicated that this was a significantly successful venture, in terms of learning and in studying institutional costs. There are plans to repeat this "multi-media credit course" in 1972-73.

The University, College and Adult Section also worked closely with the community colleges, to develop four series with the advice and co-operation of educators from the colleges. These programs were developed specifically to serve educational and community involvement interests of the colleges.

One of the significant programming developments during the year was the beginning of an educational program

"L'émission (*Enquêtes scientifiques* - "Une Visite à la ferme") a grandement intéressé les élèves. Le fait que le narrateur ne parlait pas continuellement, a permis de donner des explications aux élèves, les questionner et de recevoir leurs commentaires. C'est une émission très bien adaptée au programme d'études."  
*Ottawa, Ontario*

library on the Antarctic. This culminated with the production and telecast of a special program on Scott's last, ill-fated expedition, with the showing of rarely-seen film footage shot in 1911 by the pioneer cinematographer, Herbert G. Ponting, who accompanied the Scott expedition. Interviews with two of the survivors of the expedition, Sir Raymond Priestley and Sir Charles Wright were included in the program. Further research is being pursued to capture for students the high adventure and historic records of those who explored the limits of the earth's polar regions.

The mandate of the Authority includes responsibility for the production of materials, such as single concept modules used in teachers' workshops, that are not necessarily designed for broadcast. During the year the Programming Branch developed plans for the creation of a "professional development materials bank", and towards this objective produced 12 programs, constituting over 50 hours of film and video-tape materials, to be used by administrators and teachers in locally-arranged workshops.

### Section de programmation française

Le mandat de l'Office de la télécommunication éducative de l'Ontario (OTEO) stipule aussi que cet organisme doit réaliser des émissions qui répondent aux besoins de la communauté francophone de la province. A cet effet, l'Office a produit et diffusé des documents qui s'adressent aux tout-petits, aux étudiants des écoles élémentaires et secondaires, aux éducateurs et aux adultes. Cette production française constitue 10% de la programmation globale de l'Office.

Parmi toutes les émissions créées au cours de l'année 71-72, il faut souligner les succès remportés auprès de la population francophone de l'Ontario par les séries *Trousse-Mitoufle* pour les tout-petits, *Autour du Monde par le conte* pour le niveau intermédiaire et *Le Théâtre, le*

"Why don't you list your TV listings over here on the American side? I'm a true fan of Channel 19 and pick it up real good on my TV. I'll send you the Niagara Falls, N.Y. TV listings and it doesn't show Channel 19. Could it please be listed? A true fan *Niagara Falls, N.Y.*

*tragique et vous pour les niveaux supérieurs. De plus, l'émission "L'Oie blanche et le Maringouin" de la série L'homme et son milieu s'est vu décerner un prix en février dernier lors du festival du film de l'état de l'Ohio.*

La télédiffusion de tous ces documents est assurée par le canal 19 et le service de diffusion provinciale de OTEO.

### d) Program Distribution

In the year 1971-72, The Ontario Educational Communications Authority used broadcast television as its primary method to distribute programs. Channel 19, CICA-TV, Toronto, remained the only full-time station dedicated for OECA use, capable of reaching 40% of the Ontario population. Outside Channel 19, learners used broadcast facilities purchased by the Authority from the CBC English and French Network services, private affiliate stations and the facilities of independent stations.

While the broadcast service remained at essentially the same level as in the previous year, program distribution expanded

For example, the Authority embarked on distribution of its programs through the facilities of community cable systems in Northwestern Ontario. This service commenced, on a pilot project basis, in September 1971; by March, regular daily service was provided to the CATV systems in Thunder Bay, Atikokan, Dryden and Parry Sound. The systems at Kenora and Sault Ste. Marie will be added to this distribution system shortly. Based upon the success of this project the Authority is currently examining ways to expand cable distribution to other areas of the province.

In addition, the Authority continued to serve the isolated schools, beyond the reach of television stations and cable companies, in Northern Ontario. A pilot project involving 17 remote schools began in 1970; today the Authority serves 32 such schools with a service of 30 hours programming each month.

The Media Resource Centre continued to provide a program copy service to individual schools, school boards, community colleges and universities to meet specific interests and needs. In the past year 4,700 copies were distributed by this means.

However, a demand for an expanded program copy service came with the growing numbers of schools equipped with video-tape recorders. Accordingly, the Authority undertook development of a more accessible service. This is now designated as the OECA Video-tape Program Service (VIPS). By design, it offers a first catalogue of some 500 programs, for which all rights have been purchased for distribution to recognized educational institutions on standard 1" and ½" video-tape. These tapes are available for library use in local schools.

The Authority has continued to study further methods for broadcast distribution of its programs and is examining and developing other technology for the use of its materials by learners. Prototype equipment for these purposes has been tested by the Authority's technical staff. Evaluations of its use by children and adults has been undertaken by the Research and Development Branch.

The Authority's engineers and operators also planned and supervised the Authority's move from its Bayview Avenue site in Toronto, to consolidated headquarters and technical plant in the new Canada Square complex.

## e) Utilization and Information

A major task of the OECA is to encourage the use of media in education and promote the services of the OECA. This job falls to the Utilization and Information Branch.

For the Utilization Section, 1971-72 was characterized by attention to expanding activities, to systematizing established activities and to exploiting resources.

Over 2,000 teachers and students increased their knowledge of television production by taking part in Production Van workshops, a substantial increase over the 400 teachers and students who took part in 1970-71. These four-day workshops were held in over 25 cities this year, including Welland, Hamilton, Montreal, Niagara Falls, Timmins, Ottawa and Toronto. The Production Workshop Van, equipped with cameras, switchers, special effects, video-tape recorders and black and white receivers is so successful that it is reserved 10 months in advance.

Other conferences and workshops were also conducted by the Utilization project consultants. Equipped with portable production equipment, the consultants, either at the Utilization Centre of the OECA or at institutions and schools, worked with 150 interested groups. The groups were shown how to use television in areas such as curriculum, professional and skill development.

A special group of *Operation Moonvigil* workshops were conducted by the utilization consultants. Some 44 of these workshops were held in such places as Kenora, Windsor, Guelph, Cornwall and Cochrane.

The Utilization Section also handled special projects – the result of requests from schools or boards, or as part of their own developmental work. For example, in the MATV area (Master Antenna Television System), 425 systems proposals were processed; 47 surveys and evaluations of new equipment and technical activities were completed. Consultative services about technical developments were also made available to boards of education and educational institutions.

A special utilization project was completed with the Ontario Hospital for Crippled Children. Video-tape recording equipment and portapak cameras were used to motivate pre-school and primary children to compete against themselves in a skill task. The purpose was to instruct parents and school and hospital staff in new teaching and therapeutic methods. Tapes of the childrens' behaviour enabled the staff to get a more objective look at each child in order to arrive at an educational approach and treatment.

Another utilization project was carried out in co-operation with the Metro School for the Deaf. Over a period of four months, three classes of senior students from the school operated portable production equipment in a mini-studio, planned scripts, rehearsed and produced short programs with the equipment. The integration of television production equipment into the students' present learning system achieved several objectives. The group activities involved formulating objectives, problem solving and constant self-evaluation. In addition, the activities encouraged the continued development of the students' verbal communication of their sound discrimination and of their writing and reading skills.

During the year, the Utilization project consultants were involved in a total of 437 workshops, conferences and projects

"I'm writing this letter of thanks for answering my questions and letting the class come to the studio. . . It was a perfect tour. I hope you liked the movie we made. . . I think I liked making the film best. Just in case you'd like to know what film our group made, it was the one with the king and queen. Everyone said it was great. P.S. I watch your shows all the time."  
*Student, Willowdale, Ontario (writing in to thank OECA for class tour)*

that involved 9,000 educators, students and others interested in media in education.

Media promotion efforts of the year included the annual fall press preview in September where more than 40 journalists saw a preview of new programming prepared for Channel 19 and the Provincial Broadcast Service for 1971-72. In May 1971, the section arranged a special screening of the OECA produced *Third World* series for United Nations delegates in New York.

Another promotional effort was a press conference announcing the granting of U.S. film distribution rights of OECA programming to the National Broadcasting Company. This brought the Authority national and international press attention.

In line with OECA's plans to provide its services to the greatest number of Ontario residents, the section launched a regional press liaison program in the fall. Information officers travelled throughout the province, offering information and press relations assistance to OECA regional office staff and provincial weekly, daily newspapers, television and radio stations. Contacts made during the program were maintained throughout the year and several return visits were made when the need arose.

In the area of publications, many new projects were also introduced. The first VIPS (Video-tape Program Service for Educational Institutions) catalogue was distributed to the schools. This catalogue (VIPS 1) contains information on 457 programs for which distribution rights have been cleared. By the fall of 1972, an additional 1,100 programs will be added in a second catalogue, VIPS 2. After that, the catalogue will be updated on a regular basis.

"Everyone to whom I have spoken has agreed that the (utilization) sessions were very meaningful experiences and a much greater appreciation of the medium has been gained. You and your crew worked long and hard. To you we all express our thanks for a job well done."  
*St. Catharines, Ontario*

Program support materials were mailed monthly to accompany the programs selected for the Isolated Schools Project (an OECA - Ontario Department of Education joint project). This service was supplied to 17 schools in northern Ontario who otherwise would not have received OECA programming. During the year, Program Guides for some 20 series were sent.

In 1971-72, the Information and Publications Section produced and distributed on request to schools 38 Program Guides for teachers. These guides covered primary, junior, intermediate, secondary, teacher education and Français programming areas.

Three issues of the Provincial Broadcast Service Schedule were produced and distributed, each issue providing programming information for one school term.

Eleven issues of the Channel 19 Viewing Area Schedule were produced and distributed, one for each month of the school year and one combined issue for July and August.

Weekly Channel 19 listings packages were provided to cable companies, newspapers and T.V. guide publications in the Channel 19 area. In addition, a new service which provides information about the OECA's North-West Cable Service to appropriate cable companies and to the *Thunder Bay Times-Journal* was instituted.

Information and Publications is also working with the Utilization Section on Utilization Reports. Utilization technicians and information officers together have visited schools in Ontario in order to help the students and teachers learn how to use audio-visual equipment. As a result of these visits, reports from the schools were prepared and bound and constitute the beginning of a series of project reports on the utilization of communications equipment in the classroom.

"Nous vous remercions, par avion, les quatre appareils que vous nous avez prêtés pour les 14 de juillet et août."

"Au total, 63 jeunes entre 14 et 25 ans ont fait un apprentissage au medium de la télévision, grâce aux appareils de l'OECA. Près de 20 émissions annonces commerciales ont été réalisées sans compter les heures de familiarisation à l'équipement. Le moniteur a servi pendant 200 heures; Portapak, 180 heures; le videocorder AV-5000, 90 heures."

"Il va sans dire que l'équipement prêté a "vieilli" quelque peu. . . Merci, mille fois, merci."  
*Ottawa, Ontario*



Arts 100 — The Illusion of Intimacy





ratings are the big news at Channel 19. According to BBM audience totals for November, Toronto's non-commercial station is closing in here as Channel 17 counterpart from Buffalo and nationally has inched ahead among adult fans . . . the pace in their popularity is faster than anyone else's and this seems a clear sign of disenchantment with the commercial service that the competition would be foolish to ignore."

*Toronto Star*

part of the activity in the special productions and exhibits area concerned exhibit design, sale of books and other support materials and establishment of a province-wide OECA on-air identity program.

Exhibits included a display at the Canadian National Exhibition and a special *Operation Moonvigil* display at the Canadian Education Showplace. Smaller exhibits were set up at the Ontario Educational Communications Symposium and Round Table, the Canadian Hospital Association Conference and at the opening week in Toronto of the Jack Nicholson motion picture *Drive, He Said*". The latter included a video-tape recording playback of a Channel 19 special on Jack Nicholson.

## Research and Development

The Act to establish the OECA stipulates that research in the fields of educational broadcasting and communications be one of the objectives of the Authority.

In the second year of its existence, activities extended in the following main directions:

- investigation related to potential audiences and their needs
- studies related to the development of new learning resources and to new approaches to the use of the communications technology
- studies on the extension of television services
- audience measurement
- studies on the impact, effectiveness and efficiency of communication programs and materials.

## Developmental Research

The branch is engaged actively in the development of a centralized information system for the retrieval of media resource materials. This project, which in this initial stage will embrace materials produced and acquired by the Authority, will enable educators and learners throughout the province to find educational materials they require and which can be made available by the Authority.

Another project, Operation Index, is aimed at facilitating the selection of single concepts or content elements and sequences contained in particular programs. An indexing system is being developed which will make it possible to use educational elements contained in OECA programs for purposes both related and unrelated to the intended objectives of a given program.

Studies carried out for the development of learning resource materials are specifically designed to be used by the means of user-controlled audio and visual equipment: low-price video-tape players, video-cartridge and cassette equipment, etc. It is assumed that controls of the equipment such as: start, stop, resume viewing; repeat or omit sections, slow and stop motion; locate particular points, etc., provide new educational potentialities, the full use of which can be made only by the provision of learning materials in specially designed production and pedagogic formats.

Studies related to the educational needs and interests of people of different walks of life were carried out in such projects as: — "Learning for Change" — aimed at the identification of specific areas of knowledge and skills which are of crucial importance for people living in today's changing society — a study of the educational needs of the "non-motivated"

- an investigation of needs and priorities in the domain of vocational advancement and career education
- a study of the needs and interests of Ontario physicians in continuing medical education through the communications media, etc.

In the field of extension of the television broadcasting services, feasibility studies have been carried out for the extension of the Channel 19 broadcast signal in Southern Ontario by the means of low-power UHF transmitters. The findings promise considerable economies and greater flexibility for phased development of educational television broadcasting.

## Measurement and Evaluation

The branch closely follows the degree of utilization and acceptance of OECA programs by both school and home audiences.

Studies related to school audiences are carried out through:

- a) systematic statistical surveys implemented three times during each school year, embracing a different sample of all Ontario schools in each term
- b) evaluation cards voluntarily filled in by teachers after the utilization of a broadcast or of a video-tape.

Through both these evaluative devices, the OECA has obtained in the 1971-72 school year, a much higher rate of response than in the preceding years. For example, for the fall and winter term surveys of 1971-72, the rate of response was as follows:

- for elementary schools 70.2 and 72.8%
- for French-speaking schools 54.2 and 71.4%
- for secondary schools 76.3 and 84.6%.

Over 6,200 evaluation cards were received in the same school year.

Surveys of BBM broadcast measuring services indicate a continuous increase of adult, youth and children Channel 19 audiences in Toronto.

In addition to the data obtained through analyses of BBM surveys, OECA home audience surveys are carried out with the objective of measuring, among other things, the accessibility to, awareness of and interest in Channel 19 programming among individuals of different socio-economic and ethno-cultural profiles; the appeal of particular programs and program types; the viewing habits and patterns of the Channel 19 audience.

In relation to the effectiveness and efficiency of OECA programming, studies have been carried out for the evaluation of such program-series as: *Arts 100: Communications*, *Castle Zaremba*, *Introduction to Sociology* – Ryerson *Open College*, *Operation Moonvigil*, *Les Aventures de Dorpp*, *Junior Mathematics*, *Geography: Concepts and Regions*, *The Law and Where It's At*.

Formative research has been carried out for, among others, an experimental program-series in Canadian studies, and a series of programs on world religions which is being developed by the Programming Branch in conjunction with the introduction of this new subject by the Ontario Ministry of Education.

## Growth of Reception Facilities

### TV Receivers

The percentage of schools having one or more television sets has already passed the 95% level in Ontario during the 1970-71 school year and still continues to increase. The 1971-72 winter survey

shows that the average number of television sets per school with TV is 2.9 in elementary, 3.6 in French-speaking and 6.5 in secondary schools. The diffusion of colour TV sets is rather slow; only about 2% of all sets owned by schools are colour.

### Video-tape Recording Machines

The number of schools owning video-tape recording machines continues to grow rapidly. The percentage of responding schools with VTR machines, according to the 1971-72 winter survey, was 13% in elementary, 32% in French-speaking and 79% in secondary schools. One-third of elementary schools and about one-half of French-speaking and secondary schools indicated that their schools can get VTR machines on loan from their school boards. In addition, about half of all schools can borrow recorded programs on video-tape from the school boards.

### CATV Penetration in Schools

According to the 1971-72 winter survey, the percentage of schools hooked up with CATV systems and receiving educational television programs through the systems was 25% in elementary, 13% in French-speaking and 33% in secondary schools.

## g) Regional Councils

The dominant concern of all five Regional Councils advising the Authority's Board of Directors was for increased distribution of OECA programs. The 73 council members, representing all sectors of the province, have directed their work toward, as they put it, getting "the 14 hours per

day of early childhood-to-adult programming that appears on Channel 19 (in Toronto) out to all the different regions in this province that thus far have only been able to get two hours of our K-13 materials per day via the CBC affiliate system". Their concern cannot be over-emphasized.

The Northwestern Regional Council has been instrumental in encouraging the establishment of OECA cable programming service in several communities.

The Northeastern Regional Council has familiarized people in its area with the work of the OECA through workshops and other liaison functions.

The Southwestern Council studied video-cassette technology and, through workshops and meetings with directors of education and other educators, is attempting to relate the OECA to the learning needs of students and citizens.

The South Central Council has devoted its energies mainly toward getting the Channel 19 signal to Peterborough. To this end, the Council has mustered a campaign for popular support.

The dominant concern of the Eastern Ontario Council has been to get the OECA provincial cable service extended to several major community cable systems in its region.

Through such activities, the Councils create an accurate and vital picture of some of the needs and attitudes of Ontario localities about learning and educational communications in the province.

(See list of Regional Council Members, Appendix B.)

## pendix A Members of the OECA Board of Directors

.Ide (Chairman)  
s.Jean Aceti  
.Brisbois  
k.Dennett  
J.Fife  
.Hackl  
;Handleman  
other Maurice Lapointe  
.Macdonald  
l.MacLeod<sup>1</sup>  
J.R.McCarthy<sup>2</sup>  
l.Porter  
E.E.Stewart<sup>3</sup>  
J.N.Swanson

ointed July 20, 1971  
ired June 30, 1971  
ointed June 30, 1971

## Appendix B Regional Council Members

These Regional Council members were appointed by the Board for the 1971-72 year.

### *Northwestern Ontario*

Mrs.Margaret Averill  
Mrs.L.Bode  
Mr.William Clark  
Mr.Sam Copenace  
Mr.Paul Inksetter  
Mr.John Kelly  
Mr.Robert Michels  
Reverend Ken Moffat  
Mrs.Mary Morrison  
Mr.Norman Richard  
Dean Timothy Ryan  
Mr.J.M. Steele  
Miss Helen Stemerowicz  
Mr.Fred Soughton  
Mr.Harold Tett

### *Northeastern Ontario*

Mr.Robert Babcock  
Mrs.A.Branscombe  
Mr.Donat Brousseau  
Mr.Carl Butcher  
Mrs.Stella Kinoshameg  
Mrs.Florence Lapalme  
Dean McCubbin  
Mr.Gerald Pawson  
His Worship Mayor John Rhodes  
Mr.Tom Roscoe  
Mr.Raymond A. Smith  
Sister Sheila Anne Spooner  
Mr.Jack Wells  
Mr.E.A.Yule

### *Southwestern Ontario*

Mr.A.Allen Beveridge  
Sister Françoise Bonenfant  
Mr.George Burt  
Mr.Ray Curran

Dr.Frank A. DeMarco  
Mr.Douglas Fisher  
Miss Louise Frenette  
Mrs.Alice Garner  
Mr.Earl Knickerbocker  
Mr.D.W.MacKellar  
Mr.Eugene Masney  
Mrs.R.Phripp  
Mrs.Geraldine Robinson  
Mr.C.Tatham  
Mr.Zoli B.Veres

### *South central Ontario*

Mrs.Louise Aimone  
Mr.Paul Bennett  
Mrs.Lilla Day  
Mr.Donald W.Ford  
Mrs.Rosemary Ganley  
Mr.James Gill  
Dr.Wilson Head  
Mrs.Jean Hunt  
Mr.D.J.Kelly  
Mr.J.Douglas MacFarlane  
Dr.Maurice Patry  
Mr.Donald Taliano  
Mr.Douglas Todgham  
Mr.David Webber  
Mr.Roger Yachetti

### *Eastern Ontario*

Mr.Claude Aubry  
His Worship Mayor Angus Campbell  
Mrs.Lin Elliott  
Mr.Art Gallagher  
Mr.Howard Gillies  
Mr.John T.Graham  
Mr.O.E.Keene  
Mr.Reginald Loader  
Mrs.Joan MacLeod  
Mr.Frank Murray  
Miss Ann Scotton  
Mr.Louis Tremblay  
Mr.Ralph Whitebeam  
Mr.James Whiting



## **Appendix C**

### **Awards**

#### **Programming:**

1971

Canadian Film Awards,  
Best Actor – Colin Fox:  
Durham and the Two Nations

Canadian Film Awards,  
ETROG, Arts and Artists category:  
Found Sculpture, With Viktor Tinkl

6th Tehran International Festival of Films  
for Children and Young Adults, certificate  
of participation:  
Feelings

Chicago International Film Festival,  
Golden Hugo:  
The Hero  
The Quest  
Schools Are For People  
American Challenge: Canadian Response

Japan Prize Competition, Jury Prize:  
American Challenge: Canadian Response

1972

Ohio State Award:  
The Snowgoose and the Mosquito

Ohio State Award:  
Found Sculpture, With Viktor Tinkl

#### **Graphics:**

1971

American Institute of Graphic Arts,  
Communication Graphics Exhibition  
Certificate of Excellence:  
Program Guides, 1971-72.

# aps CA Provincial roadcast Service

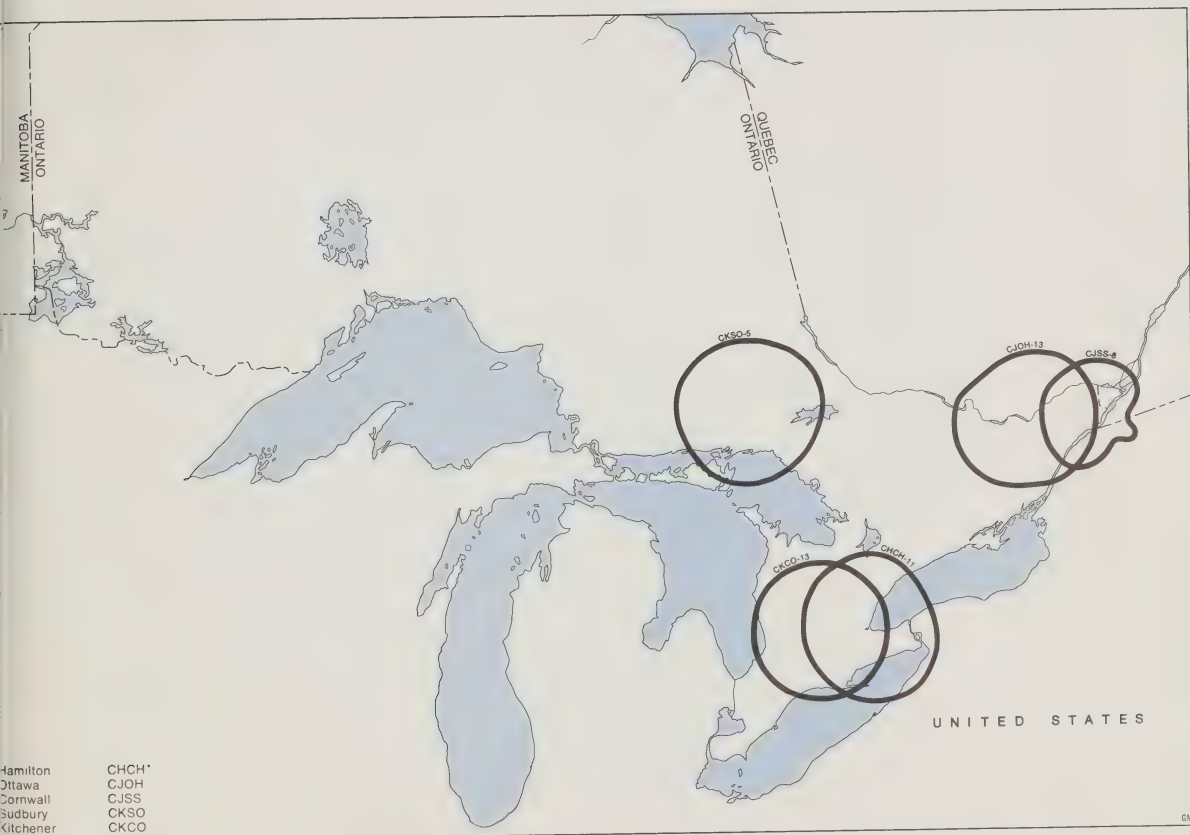


BC Ontario Network – English  
adio-Canada – réseau anglais en Ontario



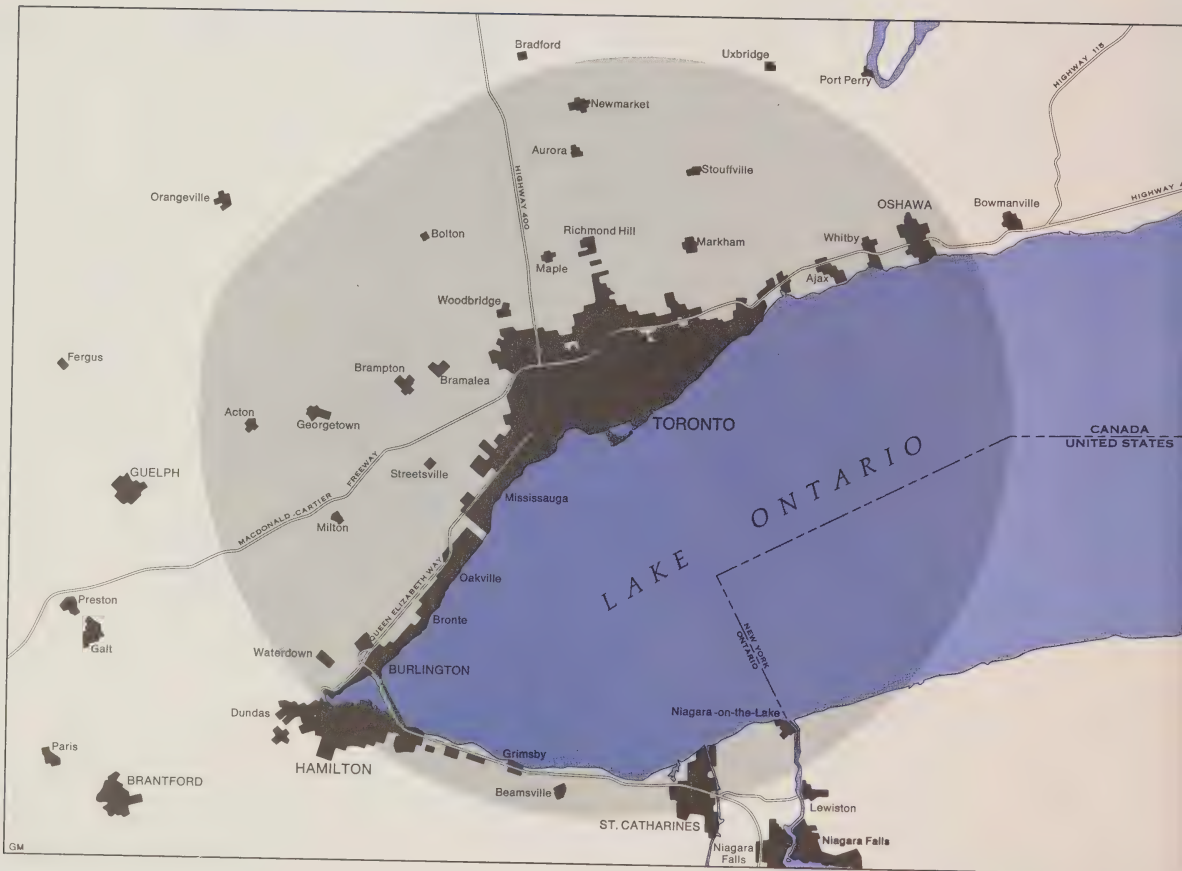
**Radio-Canada – réseau français en Ontario**  
**CBC Ontario Network – French**





Dependent Stations  
Stations indépendantes

## Channel 19 Contour









CA20N  
DE 95  
- A56

[Ontario]

Ontario  
Education



72

1973







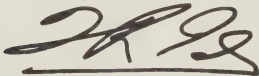
September 15, 1973.

The Honourable Jack McNie,  
Minister of Colleges & Universities,  
Queen's Park,  
Toronto, Ontario.

Sir:

In accordance with the provision of Section 12(1) of the Act  
to Establish The Ontario Educational Communications Authority,  
I submit herewith the third Annual Report of The Ontario  
Educational Communications Authority for the year ended  
March 31, 1973.

Yours very truly,

A handwritten signature in dark ink, appearing to be 'T. R. Ide', written over a horizontal line.

T. R. Ide, Chairman

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## Chairman's Statement

In 1972-1973, The Ontario Educational Communications Authority took an important step towards the realization of the goal set by its Board of Directors early in 1970: extension of OECA services to all parts of the province of Ontario.

Financial constraints faced by educational institutions had delayed implementation of the Authority's plan to provide access to its broadcast programs through the operation of a series of transmitters strategically placed throughout the province. However, in December, 1972, applications were submitted to the Canadian Radio-Television Commission for five new stations to be located in the areas surrounding Windsor, Chatham, London, Kitchener and Ottawa.

Priority was given to these locations because of an approaching frequency crisis in southwestern Ontario and the present availability of a space on an existing tower serving all broadcasters in the Ottawa region. Had the Authority not acted at that time, it is likely that the option of providing an educational television broadcasting service in the Windsor and Chatham areas might have been lost; also expansion in southeastern Ontario could have been prohibitively expensive were OECA unable to use the existing broadcasting tower.

The priority given to extension of service and the need to provide improved access to OECA's learning materials was reflected in the decision to give increased emphasis to its video tape program service (VIPS). VIPS was designated as a special project. During the year, demand for programs (on an out-of-pocket cost recovery basis) reached a thousand per month. Educational institutions obviously responded favourably to this



## Chairman's Statement

opportunity to select materials for presentation at times which met the particular learning needs of their staff and students. While there are now only some 2,700 programs obtainable through the VIPS library, by the end of the 1970's it is hoped to list something in excess of 50,000 titles, available not only to conventional educational institutions but also to the individual home viewer as well.

A major development during the past year was the decision by the Authority's Board of Directors to explore implications of telecommunications satellites for education with the Province. The OECA had naturally been interested in the opportunities available through Telesat and the multi-channelled "Anik". The relatively high cost of the ground transmitting and receiving stations, however, had made it clear that this generation of satellite development was too expensive to be considered even as a substitute for microwave links within the province. However, the promise implied in the new CTS experimental satellite is for low cost portable transmitting and receiving stations. This promise stimulated the interest of the Board.

A major concern in the long term objectives of the OECA has been the difficulty in reaching Ontario citizens who live in large isolated areas of northern Ontario. Some efforts had been made earlier to provide a service through the delivery of video tapes, but the climate, combined with the distances involved, severely limited what could be done.

Following an expressed interest in the CTS experiment, the OECA was asked to submit a proposal to the Federal Department of Communications. The proposal, which essentially consisted of an intention to make the major thrust of the experiment the development of two way audio and visual

## Chairman's Statement

communications between and among northern and southern communities, resulted in the identification by the Federal Department of Communications of the Authority as a major experimenter.

There were a number of other initiatives undertaken by the OECA during the past year. Among these was the decision to attempt classification and indexing of audio visual materials. It was recognized that description in print of visual information has traditionally been difficult. However, until that problem is resolved, optimum use cannot be made of the vast amount of audio visual materials being created. While a number of national and international organizations have been working on this question, the OECA research staff appear to have made a breakthrough which may well establish a new standard.

From an operational point of view, the Authority faced internal problems. The Provincial Auditor noted specific inadequacies in accounting practices. Two members of the staff resigned, complaining publicly of what they considered an overly-bureaucratic approach by management. As far as the Auditor's criticism was concerned, the OECA introduced a system capable of dealing with its complex development, which has been marked by rapid growth and creative activity. In regard to the second problem, some reorganization had taken place which had the effect of shortening lines of communication and rationalizing reporting relationships.

The reorganization identified six main activities as follows:

(1) Educational Media - program production and acquisition, support materials, utilization, channel 19 network; (2) Corporate Affairs - Regional and Institutional Liaison, marketing, agreements, promotion and advertising;

## Chairman's Statement

(3) Operations - finance, administration and personnel; engineering and technical services; (4) Special Projects - VIPS; (5) CTS Project - and (6) Research and Planning.

It was obvious, however, that the rapid growth of the organization had resulted in some stresses which, while possibly inevitable, must continue to be given serious consideration in light of the many demands for increased service during the coming years.

In 1972 the OECA moved from four locations into one central building at 2180 Yonge Street. The move also made it possible for the Authority to have its own studio for the first time. While relatively small, it is designed for a two-camera colour presentation, and is now operating and contributing to the increased efficiency of OECA programs.

During the past year, collective agreements were established with the National Association of Broadcast Employees and Technicians, and with the Association of Artists and Educators. These agreements are landmarks in both labour relations and educational communications history in providing for maximum use of educational materials within the Province.

The OECA has also continued a high level of program production, both in quantity and quality. Over eight hundred new programs were produced. International recognition continued to be extended to the work of the Authority. In all, 8 awards were won in world competition. Within the province, an ever increasing number of viewers tuned into Channel 19 where Bureau of Broadcast Measurement statistics showed an increase of over 40 per cent. In the schools, reports were similarly encouraging.



## Chairman's Statement

Elementary schools using OECA programs increased by 11 per cent, while in secondary schools, surveys indicated a 16 per cent rise in utilization.

It is impossible to recognize the contribution of the many people who have contributed to the OECA successes. Much of the credit for the relevancy of the programs must go to the many members of the advisory committees which had the participation of leading teachers, professors, experts and representatives of both Ministries - Education and Colleges and Universities. Then, the seventy-five members of the Regional Councils who met voluntarily and regularly to counsel the Board on many regional priorities, and without whose efforts, the extension of service plans would have had little chance for success, deserve special recognition. The staff, of course, are key elements. Creative, imaginative and deeply committed, they have enabled us to overcome difficulties and, despite shortages of material resources, to achieve a leadership position in the field of educational communications. Finally, I would like to thank my colleagues on the Board. They have served selflessly to develop the policies and ensure the soundness of the practices which we all hope will enable this organization to realize the tremendous potential that the communications media have to serve the educational needs of our society.

T. R. Ide, Chairman

## Déclaration du président du conseil

En 1972-1973, l'Office de la télécommunication éducative d'Ontario a réalisé des progrès énormes qui le rapprochent de l'objectif que s'était fixé son conseil d'administration au début de 1970: l'extension des services de l'OTEO à toutes les régions de la province de l'Ontario. Les difficultés financières rencontrées par les établissements d'enseignement avaient retardé la mise en oeuvre du programme de l'Office visant à la diffusion d'émissions à l'aide d'une série d'émetteurs placés à des points stratégiques de la province. Cependant, en décembre 1972, l'Office demanda au Conseil de la Radio-Télévision Canadienne l'autorisation d'installer cinq nouveaux postes dans les régions voisines de Windsor, Chatham, London, Kitchener et Ottawa.

Ces emplacements furent choisis pour deux raisons: l'imminence d'une congestion des fréquences dans le sud-ouest de l'Ontario et la possibilité de pouvoir utiliser immédiatement une tour déjà bâtie desservant toutes les stations de la région d'Ottawa. Si l'Office n'avait pas agi à ce moment, il est probable qu'il n'aurait pu profiter de l'option de diffuser des émissions de télévision éducative dans les régions de Windsor et de Chatham; d'autre part, l'expansion dans le sud-est de l'Ontario aurait pu se révéler prohibitive du point de vue financier si l'OTEO n'avait pu utiliser la tour de radiodiffusion déjà existante.

La décision d'accorder davantage d'importance au programme VIPS (service de distribution de bandes vidéo aux organismes d'éducation) a fait ressortir la priorité donnée à l'extension des services et au besoin pour le public d'avoir meilleur accès aux ressources pédagogiques de l'OTEO. A l'origine, le VIPS fut conçu sous la forme d'un projet spécial. Durant

## Déclaration du président du conseil

l'année, la demande de programmes (dont les déboursés étaient recouvrés) a atteint mille par mois. De toute évidence, les établissements d'enseignement ont réagi favorablement à l'occasion d'offrir à leur professeurs et à leurs élèves des ressources pédagogiques dont ces derniers avaient précisément besoin à ce moment-là. Bien que la vidéothèque VIPS ne dispose à l'heure actuelle que de quelque 2,700 bandes, l'Office espère qu'à la fin des années 70, il pourra en cataloguer plus de 50,000 et que celles-ci seront à la disposition non seulement des établissements d'enseignement traditionnels mais également du téléspectateur individuel. L'an dernier, le conseil d'administration de l'Office a pris l'importante décision d'explorer, de concert avec la province, la portée des satellites de télécommunications en éducation. L'OTEO s'était naturellement intéressé aux possibilités de "Telsat" et du satellite multivoie "Anik". Toutefois, le coût relativement élevé des stations d'émission et de réception au sol avait fait ressortir qu'une génération de satellites coûterait trop cher pour qu'on puisse même envisager de la substituer aux liaisons par hyperfréquences à l'intérieur de la province. Cependant, le nouveau satellite expérimental de CTS a fait naître l'espoir de stations d'émission et de réception mobiles à un coût peu élevé et cette possibilité a retenu l'attention du conseil.

Parmi les préoccupations majeures de l'OTEO, citons la difficulté de mettre en pratique l'un de ses objectifs à long terme, à savoir atteindre les résidents de l'Ontario qui vivent dans les vastes régions isolées du nord de la province. On s'était déjà efforcé de les desservir à l'aide de bandes magnétoscopiques mais la rudesse du climat combinée à la longueur des distances a fortement freiné les efforts entrepris.

## Déclaration du président du conseil

A cause de l'intérêt manifesté pour les expériences CTS, le ministère fédéral des Communications avait demandé à l'OTEO de lui soumettre une proposition. A la suite de la proposition, visant essentiellement à essayer de pousser avant tout la mise au point de communications audiovisuelles bidirectionnelles entre les communautés du nord et du sud, le ministère fédéral des Communications a reconnu à l'Office son rôle d'expérimentateur de premier plan.

L'an dernier, l'OTEO prit bien d'autres initiatives. Parmi celles-ci, notons la décision de tenter la classification et l'indexation des ressources audio-visuelles, bien qu'il soit difficile de décrire sur le papier des moyens d'information visuelle. Cependant, tant que ce problème n'aura pas été résolu, on ne pourra utiliser au maximum la vaste quantité de ressources audio-visuelles qui voient le jour. Bien qu'un certain nombre d'organismes nationaux et internationaux travaillent à la question, les résultats obtenus par le personnel de recherche de l'OTEO pourraient fort bien servir de modèle pour l'avenir.

Du point de vue opérationnel, l'Office faisait face à des problèmes internes. Le vérificateur provincial avait remarqué qu'un certain nombre d'erreurs s'étaient glissées dans la comptabilité. Deux membres du personnel donnèrent leur démission et se plaignirent publiquement de ce qu'ils considéraient comme une attitude excessivement bureaucratique de la part de la direction. Pour répondre aux critiques du vérificateur, l'OTEO mit sur pied un système capable de répondre à la complexité de sa structure marquée par une expansion rapide et une activité créative. En ce qui concerne le second problème, l'Office a été réorganisé de manière à raccourcir les lignes de communication et à rendre plus logique le système des relations hiérarchiques.



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La réorganisation a permis de distinguer six activités principales que voici: 1) réalisation et acquisition d'émissions éducatives à l'intention des media, documents d'accompagnement, utilisation, réseau du canal 19; 2) affaires de la société - liaison régionale et avec les établissements, marketing, contrats, promotion et publicité; 3) exploitation - finance, administration et personnel; services de génie et techniques; 4) projets spéciaux - VIPs; 5) projet CTS et 6) recherche et planification.

Il était évident, cependant, que l'expansion rapide de l'organisme avait produit certaines tensions qui, bien que sans doute inévitables, doivent continuer à être prises au sérieux en raison des exigences de plus en plus grandes de services prévues pour les années à venir.

En 1972, l'OTEO a déménagé. Ses quatre bureaux ont été regroupés dans un seul édifice, situé au 2180 de la rue Yonge. Ce déménagement a permis à l'Office d'avoir pour la première fois un studio bien à lui. Bien que relativement petit, ce studio est conçu pour accueillir deux caméras de prise de vue en couleur. Il est déjà en service et contribue à l'efficacité croissante des émissions de l'OTEO.

Durant l'année passée, des conventions collectives ont été établies avec l'Association nationale des employés et techniciens en radiodiffusion et l'Association des artistes et enseignants. Ces conventions marquent une étape historique dans les annales des relations ouvrières et des communications éducatives en ce sens qu'elles permettent d'utiliser au maximum les ressources pédagogiques de la province.

L'OTEO a également continué à réaliser un niveau élevé d'émissions à la fois sur le plan quantitatif et sur le plan qualitatif: à son actif, plus de huit cents nouveaux programmes. L'Office continue de voir son oeuvre

## Déclaration du président du conseil

reconnue sur le plan international; en effet, il s'est vu décerner un total de 8 prix lors de concours mondiaux. A l'intérieur de la province, de plus en plus de téléspectateurs regardent le canal 19 et le Bureau des statistiques sur la radiotélédiffusion signale une augmentation de plus de 40 pour cent. Les rapports des écoles sont également encourageants. Le nombre des écoles élémentaires utilisant les émissions de l'OTEO a augmenté de 11 pour cent et les sondages effectués dans les écoles secondaires indiquent une augmentation de 16 pour cent.

Il est impossible de rendre hommage à tous ceux qui ont contribué au succès de l'OTEO. Au premier chef, remercions les comités consultatifs d'avoir su rendre les émissions aussi bien adaptées à notre époque. Leurs membres comprenaient des enseignants, des professeurs, des experts et des représentants des deux ministères - Education, et Collèges et Universités. Ensuite, faisons mention spéciale des soixante-quinze membres des conseils régionaux qui se sont réunis volontairement et régulièrement pour conseiller les administrateurs en matière de priorités régionales. Sans leurs efforts, l'extension des programmes aurait eu très peu de chances de réussir. Le personnel, évidemment, a été l'élément clé du succès. Créateurs, doués d'imagination et totalement dévoués, nos collaborateurs nous ont permis de surmonter les difficultés et, en dépit de pénurie de ressources matérielles, d'occuper une position maîtresse dans le domaine des communications éducatives. Enfin, j'aimerais remercier mes collègues du Conseil. Ils n'ont pas ménagé leurs efforts pour mettre au point les politiques et assurer le sérieux des pratiques qui, espérons-nous, permettront à notre organisme de réaliser le potentiel extraordinaire que possèdent les media de communications pour répondre aux exigences de notre société en matière d'enseignement.

T. R. Ide, Président du conseil

## Educational Media Division

The objective of the Educational Media Division in the production, acquisition and presentation of programs is to serve the educational needs and interests of Ontario citizens of all ages. Programming responsibility is delegated to the four sections of the Division: Early Childhood and Teacher Education; School and Youth; University, College and Adult; and French Language. The senior members of these sections are educators who have developed expertise in educational communications, who maintain close working relations with teachers, educators, and experts representative of the interests of schools, community colleges, universities and educational organizations throughout Ontario. Programming is developed on the basis of advice and suggestions from advisory committees. In 1972-73 people from all parts of Ontario served on these advisory committees.

### Early Childhood and Teacher Education

Among productions of the Early Childhood and Teacher Education Section, the series "Polka Dot Door" has achieved widespread notice throughout the Province (as it is broadcast on the provincial network service as well as on Channel 19). Launched in 1971 with 60 half-hour programs, the series is designed primarily for pre-schoolers and aims to open up the everyday world to small children, catching their enthusiasm and channelling their interest, but without dictating to them. In its first bid in international competition this series was awarded a silver medal. It was entered in the children's documentary film category at the 1972 Atlanta International Film Festival. Now 35 new programs have been made within the series for showing on television in 1973-74.

**Creation & distribution, OECA  
Programming**

<i>Broadcasting hours, Channel 19, CICA-TV</i>	
Programming target (hours) for 1972-73	5475
Actual broadcast hours for 1972-73	5475
Daily average broadcasting hours	15
<i>Canadian content, Channel 19</i>	
Average (percentage), all programming	68.9
Programming (percentage), prime time	60.5
<i>Telecast breakdown (percentage), by general categories, 1972-73 Channel 19</i>	
Pre-School & Primary	19
School & Youth	30
Teacher Education	7
Adult, University & College	35
French	9
<i>Programs produced 1972-73</i>	
OECA production and co-production with the private sector	719
<i>Purchased network time, English and French</i>	
Programmed by OECA weekly for 1972-73 school year (hours)	17
<i>Purchased private station time</i>	
Programmed by OECA weekly for 1972-73 school year (hours)	51
<i>Isolated schools (Region 1)</i>	
Monthly, for 17 schools (hours)	15
<i>Cable service distribution</i>	
Weekly, 13 systems, Northwestern Ontario (hours)	70



## Educational Media Division

A second noteworthy series that has attracted widespread attention is "Guess What?" which now has 34 new programs added to it for 1973-74 showing. Designed to stimulate the curiosity of children and to increase their knowledge, this series is now being augmented with a long-play record by singing host Jan Rubes.

The same section is also concerned with a resources project for teachers known as the Professional Development Materials Bank. These materials - not primarily for broadcast - are specially prepared for use in workshops, conferences, seminars or in any situation where they might be of use in the professional activities of teachers. One such component "Art and Environment" is a multi-media package of a 20-minute program on video tape and film, 150 slides, 4 audio tapes and print materials.

In cooperation with the Ontario Teachers' Federation, OECA has continued the series, "Chalkdust", to present current educational issues to teachers, parents, students, and the general public.

### School and Youth Section

The School and Youth Section, during the 1972-73 production year, produced new programming for junior, intermediate and senior audience levels, touching upon the fields of science, music, integrated studies, Canadian studies, physical education and recreation, English literature, philosophy, French, world religions and nutrition.

## Educational Media Division

Among the most innovative of these was a project developed in association with the Research and Planning Branch entitled "Ontario - Our Science Lab". Addressed to the Junior level audience, it encouraged them to participate in a scientific approach to the study of weather and environment. Using the OECA studio in Toronto, "Science Lab" producers made use of toll free telephone lines, mail and any form of communication to encourage responses from students and promote discussion in classes all over Ontario. The last five minutes of each program was then devoted to results of the students' own experiments and surveys.

More than 87,000 students from 967 schools and 2902 classes throughout Ontario were actually enrolled in this project and the estimated total student audience for the series is over 120,000.

Also at the intermediate level, learning motivation was provided for students who might not otherwise be interested in curricular subjects. "Almost Home" traces the dramatic experiences of a teenager hitch-hiking from the Manitoba border through Ontario to his home in Cornwall.

This year OECA received considerable international acclaim with its production of five programs, as part of a 16 program series, "Inside/Out", developed by a consortium of American states and the province of Ontario under the auspices of the National Instructional Television Centre, of Bloomington, Indiana. One of the OECA contributions, "Must I/May I" was entered by NITC in the Atlanta Film Festival and received a special gold award. This same program has been honoured by being chosen as the NITC entry for the 1973 Japan Prize International Program Contest, to be held in the fall of 1973.

## Educational Media Division

At the senior secondary level, in support of the Ministry of Education's recent guideline on "World Religions", a series was developed that meets the student's requirements for both an intellectual and a sympathetic approach to the major religions of the world.

### University, College and Adult

The University, College and Adult Section produced in 1972-73 a total of 186 programs, and purchased rights for 403 programs. In its growing concern for social development programs and programs for the "open sector" of education, this section increased its activities in the production of topical programs primarily for adult viewers. "Calendar", a weekly, hour-long magazine series of programs featured educational and cultural activities of Ontario, including specials on Thunder Bay, Stratford, and St. Catharines. Two series of half-hour topical programs, "Focus" and "Background", made their debuts early in 1973. "Focus" has concentrated on educational issues of interest to the community colleges, universities, and the open sector of education, while "Background" has been concerned with thorough, well-informed discussions of issues underlying matters of current concern.

Among special programs produced by this section were "To Walk With Dignity" a program within the Native Peoples project; "Taxable You" a two-part series designed especially to assist citizens at income tax time; and "Careless Love" a program on the growing menace of venereal disease. Co-operation with Ryerson Open College continued with the presentation of two multi-media credit courses, "Development Psychology" and "Canadian History".

## Educational Media Division

At the same time pre-production plans were completed for the development of an Earth Sciences series in co-operation with Erindale College of the University of Toronto.

In addition to these activities, the section also produced a number of special interest programs concerned with the skills, hobbies and leisure time needs of viewers in their own homes.

### Canadian Studies

A special Authority project came to fruition with the completion of our Canadian studies series entitled "True North".

Within this series we have begun an exploration of Canada's past, present and future, employing a unique magazine format that embraces historical dramatization, documentaries, biographies, satire, poetry, song - even the "quotable" quotes of eminent Canadians, living and dead. The programs that have already been completed for broadcast in the fall of 1973 deal with an exploration of "The Power Structure", "The Colonial Tradition", and "The Myth of the Canadian North". Others that are in preparation will deal with the themes of "This Business of Immigration", "The Forgotten Woman" and "The Quiet Diplomat", an examination of Canada's role in world affairs.

The programs have been made with college-age and adult viewers in mind, but research on the pilot project has shown that the programs are likely to draw reaction from both younger and older people.

The pilot project has received an award as the best experimental documentary in the Hollywood World Television Festival. It also received a further award for educational excellence from Japan.



Programmation française

L'Office de la télécommunication éducative de l'Ontario (OTEO), dans le but de servir le plus adéquatement possible la population francophone de l'Ontario, a réservé plus de 10% de ses crédits de production pour une grille de productions et d'acquisitions en langue française.

La section française a produit et diffusé quelque 90 nouvelles unités de production et a fait l'acquisition de plus de 200 unités traitant d'histoire, de géographie, de musique, de sciences naturelles, d'hygiène et d'actualités.

Il importe de souligner, parmi les nouvelles productions, les émissions pour les tout-petits sous l'étiquette de Trousse-Mitoufle II.

Au premier niveau de l'école élémentaire on a accordé une attention particulière à une série sur les mathématiques modernes. Pour répondre à l'enthousiasme général, l'Office créait un club de jeunes mathématiciens appelé le Club des Jongleurs qui aujourd'hui compte plus de 20,000 membres. Les membres du Club reçoivent une petite revue mensuelle spécialisée, publiée par l'Office, pour accompagner les émissions diffusées à travers la province au cours de l'année scolaire.

Les nouvelles productions scolaires de l'année reflètent le souci de respecter les programmes d'études du ministère de l'Education: en histoire, "Page d'histoire ontarienne"; en littérature, "Rencontre avec l'écrivain"; en orientation, "Pour vous servir" et, en science écologique, "Condamnés à mort" qui traite de la croissance-zéro.

Les "Débats canadiens" font le sujet d'une autre série d'actualité pour le niveau collégial et universitaire traitant de questions telles que le nationalisme économique, le syndicalisme ou le séparatisme québécois.

## Educational Media Division

Les séries "Le temps et l'espace du folklore", "Profils", "Echec au roi" et un cours complet sur "La personnalité féminine" ont été conçues à l'intention d'un auditoire adulte.

L'OTEO et le ministère de l'Education ont conclu un accord visant à l'échange de deux membres du personnel francophone pour une période de deux ans.

Le service de l'utilisation a recruté un pédagogue et un technicien de langue française pour organiser à travers la province des ateliers de sensibilisation à la télévision éducative et d'utilisation des documents produits.

## Channel 19

1972-1973 marked an important year of change in the management and organization of Channel 19. This year OECA appointed a station manager and remodeled the on-air look of Channel 19 extensively.

In addition the schedule of programs has been re-organized into blocks each with its own regular time and introduction.

The primary consideration in making these changes has been to enable viewers to quickly select from Channel 19's large selection of programs those programs which appeal to particular interest groups and those which are of general interest.

## Utilization and Project Materials

In 1972-73 the main activities of the Section centered on the use of media in education and the preparation and distribution of various kinds of program support materials.

## Educational Media Division

The prime objective of the utilization aspect of the section is to encourage more effective use of OECA's materials and services by the people of Ontario. To this end, project consultants organize projects, workshops, conferences and meetings throughout the province in order to enrich the learning of Ontario residents through the use of the programs and materials of the OECA. Close liaison with the Boards of Education, Ministry of Education, teachers and all groups interested in media is maintained.

As an example, the unique production workshop van, a complete mobile television studio, provided practical television experience for over 2,000 students and teacher participants in 47 workshops. Through four-day television workshops held in different parts of the province, participants develop a more critical approach to the use of television by actually becoming involved in a two to five minute television production of their own. All the necessary equipment and instructional assistance is provided by Utilization staff. During the past year this workshop was held mainly in Southeastern and Southwestern Ontario in such locations as the Ottawa Teachers' College, Cornwall, Kingston, Smiths Falls, Oakville and Owen Sound.

Some examples of Special Projects conducted in co-operation with interested boards and schools or groups working with media are:

The Cardinal Project: The use of media in studying local history at the Grades 4, 5 and 6 levels. An illustrated report on this unique multi-media approach to social studies was produced.

Educational Media Division

The Brantford Project: The use of television to develop comprehension skills with special education class students.

Simulation: The use of media in simulation games, one of the most exciting and productive ways of learning. A live-in 3-day workshop provided the core for simulation gaming.

Télé méthode: The teaching of French as a second language. A bilingual report describing this project's use of broadcast television and student production has been issued.

A total of 483 different projects, workshops or meetings took place during 1972-73 involving over 9,000 people.

A new undertaking was the preparation and publication of The Third Eye, a handbook which deals with the effective use of the portapak television equipment found in many schools. Its success, as evidenced by the sale of over 2,000 copies in Ontario, has encouraged the section to plan a more advanced handbook for publication in the Fall of 1973.

The Channel 19 Utilization Centre, which became operative in January of 1973, provided facilities for 21 workshops. The centre is booked daily with students coming in from as far away as Madoc for one-to three-day workshops. This centre is also used for the professional development of OECA staff and is open during evenings and weekends.

The MATV program which supplied Boards of Education with technical expertise was maintained, even though grants were no longer available to boards for wiring of schools.



## Educational Media Division

The Technical Services Unit of the section was involved with filling 437 requests involving 1,700 pieces of media equipment.

The support materials projects undertaken by the section were varied. A total of 19 new Program Guides were provided to schools free of charge to support 1972-73 programming. In addition, support materials for adult programming were offered in the form of books, records and tapes for sale, and free program notes offered on-air to the general public.

The OECA publishes two schedules which are provided to schools free of charge, as well as being offered to the general public on a subscription basis. The first is a monthly Educational Television Program Schedule for the Channel 19 area. The second schedule is the Educational Television Program Schedule/Provincial Broadcast Service which is published three times a year to correspond to the school terms.

This year the production of the schedule has been almost completely computerized, thereby cutting down greatly on production time and costs.

## Operations

### Engineering and Technical Services

#### Production Services

In 1972-73 the Engineering and Technical Services section continued to support the production activities of the Authority through the provision of production services in the form of video tape editing, mobile production units, film editing and processing services, dubbing and copying services, audio and VTR recording, etc. Technical advice on production technique and technology continued as a basic service. Engineering and Technical Services found itself working under some pressure due to the transfer of the entire OECA plant from four separate locations into one building at 2180 Yonge Street.

However, despite the interruption and loss of time involved, an unbroken continuity of the essential services was maintained. The move to the new building made it possible to improve technical operations and to install re-designed edit rooms to be more flexible and a new house system designed to transmit internal communications. The new two-camera colour presentation studio, which is now operating, provides a live-to-air facility for Channel 19 presentations.

The film section continued to support the film activities of the Authority in the major areas of quality and cost control through the specification and acquisition of raw stock, the placement of orders with film-and-sound labs, and the provision of screening and editing facilities.

Three film editing rooms were under construction for part of the year. Despite this the three rooms were used for a total of 1,846 hours during

## Operations

the regular hours and also as a multi-purpose meeting and conference room during the off-hours as available.

All film editing rooms were fully utilized 48 weeks each.

## Distribution

In 1972-73 the Authority continued to distribute programs by a variety of methods. The prime distribution facility continued to be broadcast television, but new methods were introduced to supplement the broadcast service. Channel 19 has so far remained the only full-time broadcast station available to the Authority, and its broadcast service hours were increased from 4,380 in 1971 to 5,475 hours in the past year.

As in previous years, the Authority continued to use the broadcast facilities of the CBC Ontario English and French Network services, and also those of the private television stations to provide a partial province-wide service.

The provincial service continued, however, to be limited to about two hours per day in the English language, and one hour per day in French.

In its efforts to overcome these program distribution limitations, OECA organized and implemented new distribution activities. Following a pilot project in Northern Ontario whereby a video taped program package service was offered to locate CATV operators, the OECA extended its offer to a regular program service to ten hours per day, seven days a week. This service was offered to all of the CATV operators located outside the Channel 19 service area. As of the publication of this report, 14 communities are being served by this means.

## Operations

### Media Resource Centre

The Media Resource Centre has continued to provide a video tape library of all OECA programs as well as samples of all acquired programs and now has a total inventory of some 10,000 1" video tapes. Improved viewing facilities are being used to capacity with approximately 180 bookings each month.

### Finance, Administration and Personnel

1972-73 was an eventful year in the financial and administrative activities of OECA. Upon the receipt of the Provincial Auditor's comprehensive report in September 1972 for 1971-72, a substantial overhaul in the organization and operation of all financial systems was started. This reorganization has produced improved approaches to internal and budgetary control in the OECA and is demonstrated in the following financial statements and the Provincial Auditor's report for 1972-73, which is published with his Report to the Public Accounts Committee. The OECA has moved from a deficit position (\$380,984) at the beginning of the fiscal year to a surplus position (\$114,217) at March 31, 1973.



# Financial Statement Statement of Operations and Surplus

For the year ended March 31, 1973

The Ontario Educational Communications Authority

Revenue	1973	1972
Basic grants, Province of Ontario	\$12,860,000	\$10,800,000
Special grants, Province of Ontario, less deferred portion (note 4)	1,177,299	359,014
Other income	435,305	83,402
<b>Total Revenue</b>	<b>14,500,604</b>	<b>11,242,416</b>
<b>Operating Expense</b>		
Program production costs (note 5)	6,803,717	5,418,048
Broadcasting and distribution expense	1,592,378	1,378,185
Support materials, publications and publicity	726,103	1,080,335
Program evaluation and research	292,465	313,180
Activities and workshops in educational institutions	263,917	285,054
Administrative expense	2,473,294	1,607,562
Relocation cost (note 4)	1,177,299	259,014
<b>Total Operating Expense</b>	<b>13,329,173</b>	<b>10,341,378</b>
Excess of revenue over operating expense	1,171,431	901,038
Fixed assets purchased from revenue	676,230	575,427
Surplus for the year	495,201	325,611
Deficit, beginning of year	380,984	706,595
Surplus (Deficit) at end of year	\$ 114,217	\$ (380,984)

The accompanying notes form an integral part of the financial statements.

# Balance Sheet

As at March 31, 1973

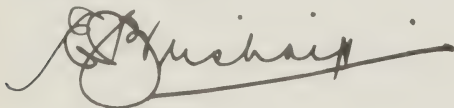
The Ontario Educational Communications Authority  
(incorporated without share capital under  
The Ontario Educational Communications Authority Act)

## Assets

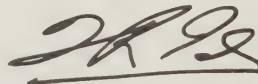
	1973	1972
<b>Current Assets</b>		
Cash	\$1,663,295	\$ —
<i>Accounts receivable:</i>		
Programs and publications	45,948	40,047
Special grants, Province of Ontario (note 4)	—	1,552,000
Other	112,749	5,646
	<b>158,697</b>	<b>1,597,693</b>
<i>Inventories: (note 6)</i>		
Program support materials	12,030	99,771
Film and video tape	52,537	26,692
Stores and supplies	34,637	38,334
Production work in progress	359,839	97,301
	<b>459,043</b>	<b>262,098</b>
<i>Prepaid expenses</i>	32,900	49,125
<b>Total Current Assets</b>	<b>2,313,935</b>	<b>1,908,916</b>
<b>Fixed Assets: (note 1)</b>		
Technical and engineering equipment	3,413,378	2,731,692
Office furniture and equipment	400,229	349,639
Automotive equipment	11,836	10,974
Leasehold improvements	926,057	152,352
<b>Total Fixed Assets</b>	<b>4,751,500</b>	<b>3,244,657</b>
	<b>\$7,065,435</b>	<b>\$5,153,573</b>

The accompanying notes form an integral part of the financial statements.

On behalf of the Board:



E. J. Brisbois  
Director



T. R. Ide  
Director

<b>Liabilities</b>	<b>1973</b>	<b>1972</b>
<b>Current Liabilities</b>		
Bank indebtedness	\$ —	\$ 283,189
Accounts payable, trade	1,629,599	555,613
Accrued liabilities	554,433	258,112
Deferred revenue, special grants — Province of Ontario (note 4)	15,686	1,192,986
<b>Total Current Liabilities</b>	<b>2,199,718</b>	<b>2,289,900</b>

## Equity of the Province of Ontario

<b>Fixed Assets</b>		
Balance, beginning of year	3,244,657	2,552,940
Net additions (note 7)	1,656,090	713,250
	4,900,747	3,266,190
Less: amortization of leasehold improvements (note 1)	149,247	21,533
<b>Balance, end of year</b>	<b>4,751,500</b>	<b>3,244,657</b>
Surplus (Deficit)	114,217	(380,984)
<b>Total Equity</b>	<b>4,865,717</b>	<b>2,863,673</b>
	<b>\$7,065,435</b>	<b>\$5,153,573</b>

# Notes to Financial Statements

March 31, 1973

1. As of January 3, 1971, certain fixed assets were contributed to the Authority by the Ontario Department of Education — Educational Television Branch. Such assets have been valued and recorded by the Authority at their estimated replacement cost at that date. Subsequent additions have been recorded at cost. The cost of leasehold improvements is amortized over the period of tenancy of the premises to which such costs apply.

2. The Authority's premises at 2180 Yonge Street, Toronto, are leased at an annual rental of \$521,250, under an agreement to lease for an initial period of ten years commencing on April 1, 1972.

3. Under the terms of a Memorandum of Agreement with the Canadian Broadcasting Corporation, the Authority has agreed to repay, with interest, the capital costs of the Channel 19 transmission facilities owned by the CBC, estimated to be \$630,000, and to pay the transmitter operating costs of the Corporation provided that the Authority continues usage of the transmitter. The Authority has the right to discontinue the agreement at the expiration of any license period. To March 31, 1973, the Authority has made capital cost repayments of \$63,000 to the Corporation.

4. Special grants of \$1,552,000 were appropriated to the Authority by the Province of Ontario for the year ended March 31, 1972. \$100,000 was to cover rental costs incurred by the Authority resulting from the assumption of certain leases from the Department of Public Works. The remaining \$1,452,000 was to cover the estimated costs incurred by the Authority in relocating to its new premises. To March 31, 1973, the Authority had incurred relocation costs amounting to \$1,436,314. Accordingly, the unexpended portion of \$15,686, although fully committed, has been deferred pending the expenditure of funds relating thereto.

5. Program production costs include direct costs such as freelance staff and crews, studio facilities, property settings, film processing, program rights and acquisitions, as well as staff and facilities within the Authority whose main activities are directed to program production.

6. Inventories are valued at cost except for certain program support materials which are at net realizable value where this value is lower than cost.

7. Net additions consist of fixed assets purchased from revenue and fixed asset acquisitions included in relocation costs.

8. The unamortized past service costs under the Authority's pension plan at January 3, 1971, as estimated by independent actuaries, amounted to \$344,527. These costs, which are not included in the accompanying financial statements, are being amortized and charged to operations over the period to 1989.

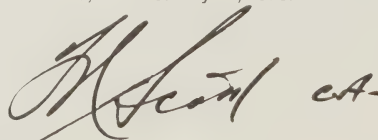
## **To The Ontario Educational Communications Authority and to The Minister of Colleges and Universities**

I have examined the balance sheet of The Ontario Educational Communications Authority as at March 31, 1973 and the statement of operations and surplus for the year ended on that date. My examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as I considered necessary in the circumstances.

In my opinion, these financial statements present fairly the financial position of the Authority as at March 31, 1973 and the results of its operations for the year ended on that date, in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

A report on the audit has also been made to the Authority and to the Minister in accordance with Section 11 of The Ontario Educational Communications Authority Act.

Toronto, Ontario. July 20, 1973.



F. N. Scott, C.A.,  
Assistant Provincial Auditor



## Corporate Affairs Division

### Research and Planning

During its third year the Research and Planning Branch implemented a number of applied and developmental research projects in addition to the continuing activities initiated during its first two years of operation.

Branch projects were generally carried out within each of the following categories:

- . systems development related to retrieval of and access to media learning materials;
- . development, design, and testing of learning systems using the potential of communications technology;
- . investigations of needs and interests which can best be met via communications media;
- . studies of the reach, effectiveness, and efficiency of OECA materials and services;
- . studies related to the extension and development of OECA services.

### Facilitating Access to Media Materials

Concentrated effort continued throughout 1972-73 toward the development of a system providing improved access to OECA media resource materials and exploring alternatives for increasing the use of these resources, particularly for individualized learning. Through projects such as Dataset and Operation Index an approach has been developed for receiving information about TV programs as series, as programs, and as self-contained learning resources from within programs.

## Corporate Affairs Division

The need for this information includes a user-oriented pilot computerized retrieval system which would at its first stage embrace all OECA English school programs.

## Enhancing Student Participation

A systems plan for "Ontario: Our Science Lab" was developed in co-operation with the School and Youth section to explore means for gaining active involvement of students throughout Ontario by means of telecommunications. The system called for weekly television broadcasts, newsletters, support materials and resources, toll-free telephone lines and mail exchange. Students played a key role in carrying out experiments and observations of their local environment and sharing their experience each week in TV "talkback" modules, by phone, and through the mail. The participation of specific schools and teachers, as well as details concerning responses to each experiment, were recorded for analysis, so that recommendations could be made for future participatory use of broadcasting for extending in-school learning opportunities. Initial registration throughout Ontario exceeded 89,800 junior-level students from some 2,994 classrooms. The pilot project continued beyond the 1972-73 fiscal year.

## Defining Needs

Needs and interest studies, formative research and related surveys introduced in previous years were continued. The "Learning for Change" project, for example, identifies knowledge and skills required by adults for fulfilling an active and constructive role in today's changing society. Pre-production research was completed for the "World Religions" series, and further work

## Corporate Affairs Division

was carried out concerning needs and interest in continuing medical education through media.

## Program Evaluation

Studies of OECA multi-media projects emphasized both positive and negative aspects of educational communications media use. Evaluation projects included study of the "Arts 100: Communications Course", the "Ryerson Open College Sociology Course", the "Castle Zarembo" series regarding its effect on language and knowledge of Canadian life, the Canadian Studies pilot "True North", and the utilization of "Operation Moonvigil" at the Ontario Science Centre. In addition, an evaluation of four OECA school program series with reference to their stated objectives was conducted.

## User Reaction

Teacher opinions concerning various aspects of OECA programming were reflected through studies and reports concerning teacher education programming, teachers' guides, and the evaluation card system pertaining to school programs.

## Utilization Studies

The Waterloo County School Board co-operated with the Research and Planning Branch in investigating the impact of the addition of TV equipment and workshops on the frequency of ETV use. It was clearly indicated that increased teacher access to hardware, coupled with appropriate workshops, significantly increases the use made of ETV programs. In addition, surveys identifying media production facilities in selected school boards throughout Ontario were conducted.

## Corporate Affairs Division

### Audience Measurement

The largest estimates of Channel 19 audiences viewing at least once a week during the 1972-73 fiscal year were reported by the Bureau of Broadcast Measurement (BBM) in January 1973, indicating 370,500 viewers.

In addition, comparable weekly circulation figures were provided by BBM for the first time in March 1973 for the English and French Provincial Networks and independent stations carrying OECA programs. Audience estimates indicated some 705,400 viewers.

The Winter 1973 In-School Audience Survey indicated a continuous increase in both ownership of viewing facilities and ETV utilization in schools.

The Winter 1973 Survey revealed that 56 per cent of elementary, 74 per cent of French-speaking and 31 per cent of secondary school teachers made use of ETV programs at least once during the three month period. Results from the Winter 1973 Survey indicated an increase in video tape equipment ownership in schools from 13 per cent in elementary schools reported in the Winter 1972 Survey to 19 per cent, from 31 per cent in French-speaking schools to 56 per cent, and from 76 per cent in secondary schools to 87 per cent. Video-cassette equipment was reported in the possession of 18 per cent of the elementary schools, 47 per cent of the French-speaking schools, and 11 per cent of the secondary schools. Half-inch format machines were reported in a large number of responding schools. An increase in the number of colour TV sets was also seen.

Winter 1973 Survey figures also revealed that 32 per cent of elementary schools receive TV programs via cable, and 25 per cent through a Master Antenna. Secondary schools reported 41 per cent reception by cable and 32 per cent reception by MATV.



## Corporate Affairs Division

### Regional Councils

Matters pertinent to all five Regional Councils (75 members) in 1972-73 have been (1) the need for an Institutional Liaison section to be created to establish lines of communication on a province-wide basis with the key educational groups and associations and institutions in both open and private sectors (2) dialogue with the study team of the Social Development Policy Field Secretariat on the future of OECA (3) the establishment of regular meetings between the Board of Directors and the Councils within the five regions (4) support of the applications for extension of the Channel 19 service beyond the Toronto-centered area to Kitchener-Waterloo, London, Chatham, Windsor, and Ottawa, as well as great urging for coverage throughout all other sectors of Ontario (5) expansion of the Authority's 10 hours per day Cable Television Service to 14 communities across the province.

The Northwestern Council arranged for an extensive tour by OECA staff into remote communities within the region which included a number of open public forums. A special community information project on venereal disease, making use of the OECA production "Careless Love" and a radio call-in broadcast took place. Expansion of OECA's CATV services continued.

The Northeastern Council has undertaken a long-range "self-study project" to identify existing learning resources within the region and to determine a profile of prioritized learning needs of its citizens.

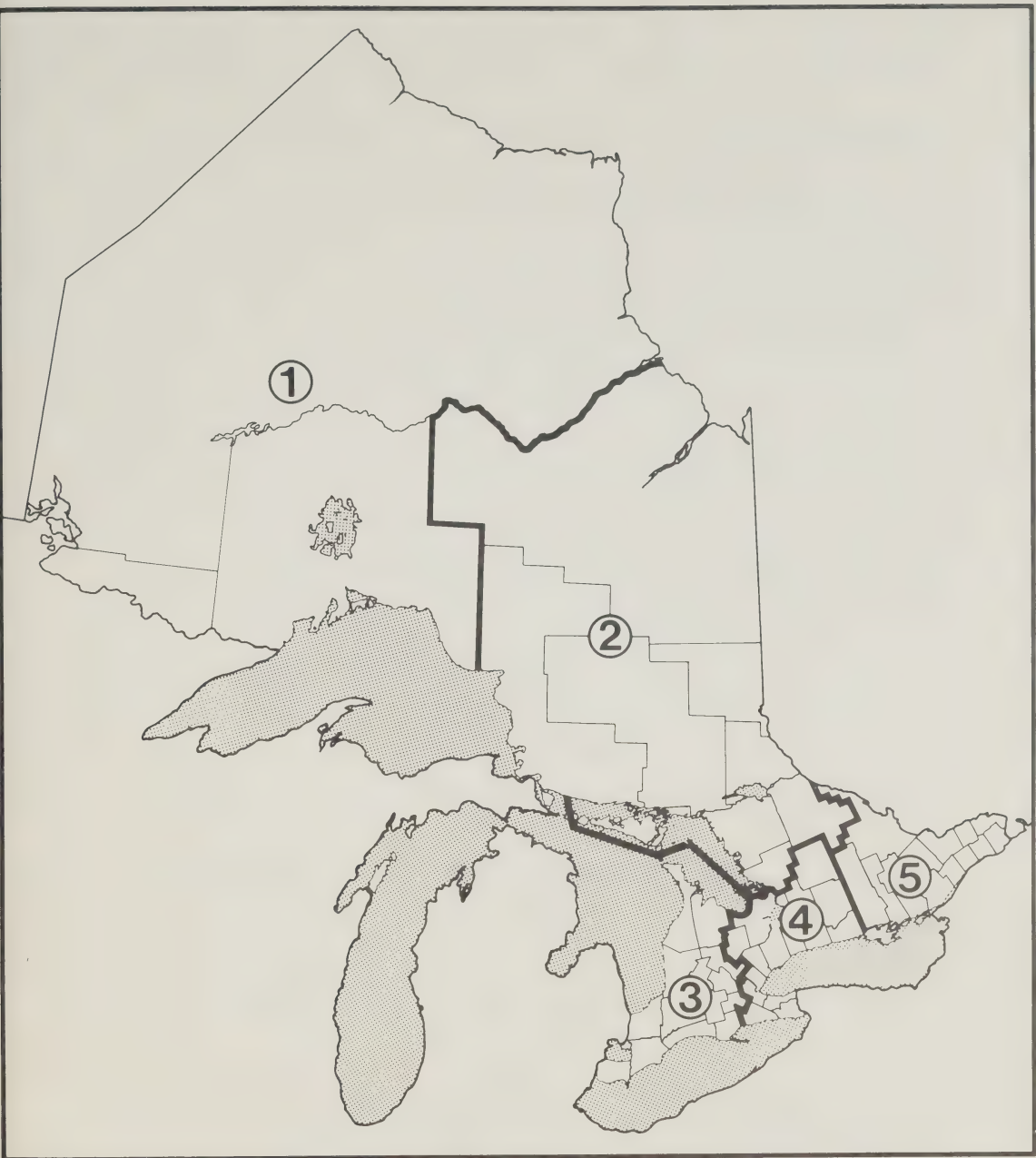
The Southwestern Council has initiated research into the use of OECA K-13 programs. It has advocated a more extensive use of our user-controlled

## Corporate Affairs Division

VIPS service and less on-air time for K-13 materials, particularly on the secondary school level, while at the same time pressing for greater increases in on-air adult programming. A special pilot project, whereby OECA video tape equipment and selected programs is loaned to a rural library system for the use of area citizens, was undertaken.

The Southcentral Council has advocated extension of the Channel 19 signal to areas of the region not presently covered. In addition the Council has conducted meetings with community groups in cities like Niagara Falls, Hamilton and Peterborough. The information on local educational needs generated from these meetings has been referred to the OECA Board of Directors. This Council has also given considerable study to the structure of OECA, and has provided extensive comment on budgeting and internal organization.

The Eastern Ontario Council has established the following sub-committees consisting of Council members, teachers, and other regional people: K-13, pre-school, adult, ethnic, ways and means, and a Channel 24 task force to study the service for a potential Ottawa station. The Authority's CATV package has been a prime concern: four communities have undertaken this service because of Council action, community involvement, and the co-operation of CATV operators. This Council has also been successful in having libraries included in the VIPS service.



## OECA Regional Council Jurisdictions

1. Northwestern Ontario
2. Northeastern Ontario
3. Southwestern Ontario
4. Southcentral Ontario
5. Eastern Ontario

## Département des affaires juridiques

### Conseils régionaux

Les cinq conseils régionaux qui comptent en tout 75 membres se sont penchés sur les questions suivantes au cours de l'exercice 1972-73:

1) création d'une section de l'Office qui verrait à établir des voies de communication dans toute la province avec les corps éducatifs, les associations et les institutions clés, spécialisés ou non, 2) dialogue avec l'équipe d'étude constituée par le Secrétariat général de la province pour les politiques du développement social sur le rôle et l'avenir de l'OTEO, 3) organisation de rencontres régulières entre les conseils régionaux et le Conseil d'administration dans chacune des cinq régions, 4) appui des demandes pour l'extension des services offerts par le canal 19 au-delà de Toronto jusqu'à Kitchener-Waterloo, London, Chatham, Windsor et Ottawa et encouragement à étendre les mêmes services à tout l'Ontario dans les meilleurs délais et 5) extension du service de 10 heures de cablovision quotidienne qu'offre l'Office à 14 communautés de l'Ontario.

Le Conseil de la région nord-ouest a organisé pour quelques membres de l'OTEO une tournée des centres isolés de la région pour rencontrer les résidents et dialoguer avec eux tout en répondant à toutes leurs questions. On adopta le projet communautaire d'une étude sur les maladies vénériennes, basée sur l'émission "Careless Love" de l'Office suivie d'une période de questions sur une ligne radiophonique ouverte. On continua également d'étendre les services par le truchement des postes avec antenne communautaire.

Le Conseil de la région nord-est a mis sur pied un long projet d'introspection visant à identifier les ressources régionales existantes et à tracer un profil des besoins prioritaires des citoyens de sa région.



## Département des affaires juridiques

Le Conseil de la région sud-ouest a entrepris un projet de recherche sur l'utilisation des émissions de l'Office depuis la maternelle jusqu'à la 13<sup>e</sup> année. Il a recommandé une utilisation plus poussée du service VIPS surtout au niveau de l'école secondaire tout en reconnaissant le besoin de l'antenne pour l'auditoire adulte. Un projet pilote fut lancé grâce auquel un magnétoscope et une grille de programmes de l'Office seraient prêtés à une bibliothèque locale pour les citoyens de l'endroit.

Le Conseil de la région centre-sud a préconisé le prolongement du canal 19 aux centres de cette région qui n'en reçoivent pas l'indicatif. De plus, le conseil a convoqué plusieurs conférences pour des organisations communautaires à Niagara Falls, Hamilton et Peterborough. L'information relative aux besoins éducatifs de la région, glanée à l'occasion de ces conférences, fut transmise au Conseil d'administration. Le conseil a sérieusement étudié les structures administratives de l'Office et a soumis plusieurs recommandations relatives au budget et à l'organisation interne.

Le Conseil de la région est a établi plusieurs sous-comités constitués de membres du Conseil, de professeurs et de résidents de la région appartenant aux groupes suivants: scolaires, préscolaires, adultes, ethniques, moyens et méthodes et programmation du canal 24 à Ottawa. Une des préoccupations principales du conseil fut celle de la programmation à l'antenne communautaire offerte par l'Office et quatre villages se sont prévalus de ce service à la suite de démarches entreprises par le conseil, d'un engagement communautaire concerté et de l'étroite collaboration du personnel du système CATV. Le conseil a également réussi à faire inclure les bibliothèques dans le service de distribution VIPS.

## Corporate Affairs Division

### Information Services

Media promotion in the last year included major campaigns on the award-winning "True North" pilot and on the participatory series on weather and environment, "Ontario: Our Science Lab".

Regional liaison continued in all five regions. Information officers travelled throughout the province offering information and press relations assistance to OECA regional council staff, provincial weekly and daily newspapers and television and radio stations. This year information officers brought programs not broadcast in some of these areas to spark interest in a wider range of OECA programming. Interest generated here has resulted in applications for transmitters in five new Ontario towns.

The information staff has conducted many tours of the new building for members of the public, for legislators and educators. The staff has continued to provide program information to accompany packages of cable programming. Audience relations, press screening, and program information services continued.

### Contracts and Agreements

#### Rights Administration

The Copyright Clearance office moved from the old Programming Division to the Contracts and Agreements section. Due to new demands from marketing, VIPs and increased production, the workload of the office increased dramatically.

In June a meeting was held of persons drawn from all areas of the Authority concerned with rights problems. As a result of this meeting a project

## Corporate Affairs Division

was instituted to redesign all contracts involving residual rights. This project is presently continuing.

## Labour

Agreement has now been reached between the Authority and AAE. AAE (The Association of Artists and Educators) is a consortium of ACTRA (Association of Canadian Television and Radio Artists), OCUFA (Ontario Confederation of University Faculty Associations) and OTF (Ontario Teachers' Federation). The Authority now has comprehensive collective agreements covering both performer/educators and writers. These agreements, which recognize the special requirements of educational production and distribution, are landmarks in both labour relations and educational communications history.

## NABET

In October 1972 NABET was certified as the bargaining agent for a group comprising office and sales staff. This group joined members of the program and technical staff in the existing local 72. Negotiations were undertaken between the Authority and NABET local 700 on the hiring and rates of pay for technical and production freelance personnel.

## Contracts

A major continuing function of the section is the application of legal expertise to the preparation and administration of contracts. A contract revision project is creating a control centre through which all contracts will pass, to enable a consistent and fair approach to the maximum Ontario use of talents of educators and artists, as well as the services of producers and distributors of educational materials.

Corporate Affairs Division

Marketing

A Marketing Section was formed in response to numerous requests throughout the world for OECA programs and to return revenue to the Authority.

This section later merged with the departments responsible for program acquisition (Channel 19 and VIPs), stock shot requirements and the handling of festival entries, to form a new department (Industrial Services) concerned with all relationships with the production and distribution industry.

To date 300 of the OECA programs have been sold to the U.S. Several of the provinces have availed themselves of the Council of Ministers agreement whereby OECA productions are available at basic cost to educational jurisdictions elsewhere in Canada.

Acquisition activity saw preliminary negotiations towards acquiring a National Film Board library for use in VIPs and transmission over the OECA facilities.



## VIPS

VIPS was established by the Ontario Educational Communications Authority in 1972 to supply video tapes of programs to universities, colleges, secondary and elementary schools, libraries, and other non-profit, quasi-educational institutions at nominal cost. In 1973 VIPS was made a special project of OECA.

The VIPS service makes it possible for educators to play a video tape of the program they wish to see at a time convenient to them; they no longer have to rely on a rigid broadcast schedule. Through mass distribution of video taped programs, quality educational television programs are available at nominal cost.

VIPS 1 and 2, the first two program catalogues, were distributed in the spring and fall of 1972. The third more comprehensive catalogue, VIPS 3, will list 2,700 programs, and will be distributed to schools in the fall of 1973. The programs in VIPS 3 fall into every OECA category from pre-school to adult. Order forms will be sent with the catalogue. Teachers can send in their own raw video tape with program requests or OECA will supply the video tape.

Some features of the VIPS service are the Selected Program Lists and VIPS custom-produced programs. The Selected Program Lists can help teachers become aware of programs specifically applicable to their needs. In addition, custom-produced programs for specific audiences are ensuring that groups such as businessmen and parents are being served in ways that broadcast television cannot accomplish by itself. And the Ministry of Education has transferred its audio-tape library to the OECA. As of

VIPS

September 1973 VIPS will distribute the audio tapes of the Ontario School Broadcast Programs.

OECA research shows that an increasing number of Ontario classrooms are capable of using such a service. An in-school audience survey conducted during the 1971-72 school year showed that 98 per cent of the elementary schools and 95 per cent of the secondary schools in Ontario have television sets. Of these, 80 per cent of secondary schools and about 15 per cent of elementary schools have video tape recorders on which they can show their own programs. Many other schools can borrow these machines from their school boards.

VIPS is providing video tapes to isolated areas, beyond the range of television and cable companies in northern Ontario.

1972 AWARDS

Atlanta Awards, 1972

Polka Dot Door - Strength and Power

Category: Children's

Award - Silver Medal

Inside/Out - Must I May I

Category: Educational Film

Award - Special Jury Award - NIT T.V. Centre Bloomington, Indiana -

Co-production

15th Anniversary International Film Festival of New York

Operation Moonvigil

Category: Mixed Media

Award - Gold Medal

The Metric System

Category: Educational Film

Award - Bronze Medal

Hollywood International T.V. Festival 1972

Jack Nicholson

Category: Profile Documentary

Award - Award of Excellence

True North

Category: Experimental Documentary

Award - Award of Excellence

8th Chicago Film Festival 1972

The Metric System

Category: Educational Film

Award - Certificate of Merit

## 1973 AWARDS

### Ohio State Awards

Art and Environment

Category: Teacher Education

## 1973 GRAPHIC AWARDS

### Educational Press Association of America

Graphics - October 1972, Channel 19 Program Schedule

Picture Story - Program Guide, "Hockey"

Special Publication - Nouvelle-Guinée: mosaïque, téléguide

### American Institute of Graphic Arts

Learning Materials - Operation Moonvigil Kit

### The Art Directors Club of Toronto 72-73

Operation Moonvigil

Award - Gold Medal

Ontario: Our Science Lab

Award - Award of Merit



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 Mr. Edward J. Brisbois  
 Mr. Jack Dennett  
 Mr. Ian J. Fife  
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 Mr. Jack M. Porter  
 Mr. J. Kel Crossley  
 Mr. J. Douglas McCullough

Regional Council Members

These Regional Council members were appointed by the Board for 1972-73 year.

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Mrs. Mary Autio  
 Mrs. Margaret Averill  
 Mr. Hubert Badani  
 Mrs. L. Bode  
 Mr. Ernest Buchan  
 Mr. Michael Chochla  
 Mr. William Clark  
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 Mr. David Weber  
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 Mr. John Graham  
 Mr. O. E. Keene  
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 Mrs. Natalie MacPhee  
 Mr. Frank Murrar  
 Miss Anne Scotton  
 Mr. Louis Tremblay  
 Mr. James Whiting  
 Mr. John C. Whyte









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Annual  
Report

The Ontario Educational  
Communications Authority

Rapport  
annuel

L'Office de la télécommunication  
éducative de l'Ontario

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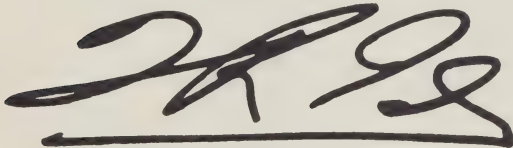
September 15, 1974

The Honorable James Auld,  
Minister of Colleges and Universities,  
Queens Park,  
Toronto, Ontario

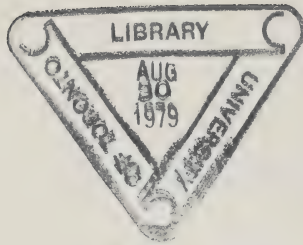
Dear Sir:-

In accordance with the provision of Section 12(1) of the Act to Establish The Ontario Educational Communications Authority, I submit herewith the fourth Annual Report of The Ontario Educational Communications Authority for the year ended March 31, 1974.

Yours very truly,

A handwritten signature in dark ink, appearing to be 'T.R. Ide', written in a cursive style with a long horizontal line extending from the bottom of the signature.

T.R. Ide  
Chairman



#### GOAL

The goal of The Ontario Educational Communications Authority is to utilize electronic and associated media to provide educational opportunities to all people in Ontario where the use of such media will complement the educational opportunities being offered by other agencies or, alternatively, will provide educational opportunities not otherwise available to such persons; and, further, to co-operate with other organizations in attaining social and educational goals.

The purpose of this report is to demonstrate how the OECA employed its resources in the past fiscal year towards achieving its goal.



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## CHAIRMAN'S STATEMENT

The OECA is charged with the responsibility of providing educational opportunities to all people in Ontario using electronic and associated media. It is a formidable challenge not only because it implies that there will be access, universal access, to the learning materials developed, but also that these materials will be relevant to needs of those served and presumably be of such character and quality as to stimulate, provoke and engage individuals who, by their nature, come from varying backgrounds, experiences and interests.

Many of them are English-speaking and French-speaking students enrolled in educational institutions with prescribed curricula, ranging from the earliest grades to post-graduate courses at the university level. Others are pre-school-age children who require something more than the fare that is so often offered on conventional television channels. Still again, there is the large number of adults who carry with them a continuing curiosity and a will to explore unfamiliar fields of knowledge, both for personal satisfaction and for the material advantages that so often accrue with heightened abilities.

Despite difficulties inherent in the task, we have been encouraged by the very considerable progress that has been made. Some personnel and organizational problems, which had been the subject of discussion in the media and in the Legislature a year ago, have been addressed. The Board of Directors commissioned Professor James Taylor, Director of Communications Department, University of Montreal, to conduct a study and submit a report on the situation. This was done, recommendations were received and, in general, accepted and implemented.

### Extension of Service

For the first time since the establishment of Channel 19, Toronto, in the fall of 1970, the Board was able to proceed with plans for extension of service to other parts of the province. Applications for new transmitters in the Windsor, Chatham, London, Kitchener and Ottawa areas were approved by the Canadian Radio-Television Commission. It is our expectation that these new stations will be operating before the end of next year. Given reasonably favourable economic conditions, it is our hope to cover most other areas of the province progressively over the next few years.

### Programming

The quality of the OECA's programming, which has always been high, has been further improved. New audiences have been reached in the open, that is the non-institutional sector. The success of series such as "True North" and "History of the Labour Movement" is particularly gratifying. "The Education Crisis" was an immediate, live presentation and discussion of issues during the massive demonstration by teachers throughout Ontario.

Pilot proposals such as "The Education of Mike McManus" and "Nightmusic" were so well received that the Educational Media Division decided to continue them in the fall. The conviction on the part of a number of our educators and producers that feature films could be used to engage the public in an examination of critical, moral and social issues was tested. The results again were positive, and this approach to learning using the entertainment media will be continued in the fall schedule. The above are only a few of the more than 1,000 new programs that earned the largest increase in viewing audiences in the history of the OECA. More than 400,000 different people watched Channel 19 during each week, Monday through Friday, and a total of two million on a seven-day basis during the test period in March of 1974, according to ratings provided by the Bureau of Broadcast Measurement and the Neilsen surveys.

### School Broadcasts

The school television broadcasts, both on Channel 19 and on the French- and English-language networks of CBC, private and independent stations, also were marked by some signal successes. "Report Metric" reached some 80,000 students in the primary grades, Monday through Friday, with North America's first metric news and weather report that tells its stories in kilometres, grams, litres and degrees Celsius. Since its launching last fall, the program has attracted more than 1,500 letters from students eager to learn metrication. "Ontario: Our Science Lab" was also broadcast during school hours and had 90,000 registered elementary school experimenters. More than 2,000 classes enrolled in the "course" during the life of the series.

Approximately 10% of OECA's programming is produced for Francophone population, and one of its most successful series in 1973/74 was "Jongleries Mathématiques." This series was widely used in schools throughout the province.



## Video Resources

In the non-broadcast area, the videotape program service (VIPS) became increasingly attractive to institutional users, particularly at the secondary school level where more than 85% of the schools have been equipped with playback machines. Approximately 4,000 programs are now listed in the catalogue and are available at subsidized prices, on request. An early target of 1,000 sales per month was soon surpassed, and the OECA was forced to add additional personnel to keep up with the increasing demand. In addition to outstanding OECA productions such as the Shaw and Shakespeare series, new and important acquisitions to this unique distribution service will be added as a result of agreements with the National Film Board and the BBC.

The OECA began reading the demand and preferences in home use of videotape, either on cartridge or cassette, through two pilot projects. One, with the Chinguacousy Library, is a world first, and the other is a special project soon to employ students in both Windsor and Belleville to test the demand and preferences for the use of programs with community groups and individual families. It is obviously far too early to predict the outcome of these experiments, yet we are convinced that the ability to select a program or a series to be viewed at the convenience of the user will meet a significantly different need and is, hence, essentially a different medium from broadcast television, just as the long-play record meets other requirements and differs from a radio broadcast.

Another project which relates to the non-broadcast use of the Authority's programs was carried out in Brantford, where video equipment and the series "Almost Home" were employed with the assistance of an OECA consultant to help students with reading difficulties. At the end of the first year, reading levels had increased by two to five years, and the Brantford Board of Education has now incorporated the project into its regular program.

## Planning Committee

A significant project within the year was the development of a Planning Committee, an advisory committee to the Board of Directors. Consisting currently of ten citizens who represent a wide spectrum of interests, in addition to two members of the Board and two staff members, this committee is expected continually to seek an awareness and understanding of the existing and future educational needs of the people of Ontario, and to advise the Board on long-term educational objectives for the OECA.

## Research and Planning

In addition to providing the secretariat for the Planning Committee, the Research and Planning Division has a more active day-to-day role in its research support and evaluation of projects undertaken by other divisions, and in proposing and developing new initiatives.

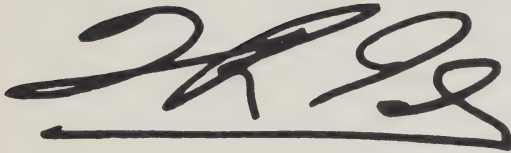
Among such initiatives was the proposal that led to the conveying of a working group of 12 internationally known thinkers who, with eight OECA staff members, devoted three intensive days of thought and discussion to the role of the media in informing the public on alternative world natural resources. The energy crisis, world ecology and pollution were the primary concerns of the conference. From a report that summarized these concerns, a proposal has emerged calling for intensive study toward development of a project designed to enable citizens to cope more effectively with the inevitable problems our society will have to face.

Another important initiative within the objectives to extend OECA service as widely as possible in the Province has been the progress of the Research and Planning Division toward the development of an index system for available learning materials. To date, the contents of 2,500 programs have been summarized and classified, and 400 of these are being evaluated in a pilot study using the computer system of the University of Toronto. This index would make it possible for a teacher, for example, to identify and have quick access to a particular segment or topic of interest within the classified inventory.

## Beyond Expectations

Ultimately, the success of any organization depends largely on the talents and the degree of commitment of its staff. The OECA has been particularly fortunate in this regard, and I know that the members of the Board would wish to join with me in expressing their appreciation to the more than 350 men and women who are dedicating their lives to this most exciting enterprise. It is often frustrating and perhaps frightening to be a pioneer; I know the problems at times may seem insurmountable. Yet, seen in perspective, the OECA's achievements to this date have been beyond the expectations of even the most optimistic among us. The OECA is now a fact and not a dream. It has won an international reputation for excellence that is unsurpassed. This is not only attested to by the number of awards won, but also by the thousands of programs that have been sold to other provinces, the United States and Europe.

More people are watching and learning from our materials today than ever before. Books and articles and reports written by staff members are being published and given international distribution. Underdeveloped nations are looking to this organization for advice and leadership in the field of educational communications. A number of other provinces have established Crown corporations of their own patterned on the OECA. If imitation is the sincerest form of flattery, then we should feel rewarded indeed.

A handwritten signature in dark ink, appearing to read 'T. R. Ide', with a long horizontal line extending from the bottom of the signature.

T. R. Ide,  
Chairman.

## Déclaration du Président du Conseil

L'Office de la télécommunication éducative de l'Ontario est chargé de mettre à la disposition de l'ensemble de la population ontarienne des ressources pédagogiques grâce aux média électroniques et aux techniques de transmission. Il s'agit là d'un projet ambitieux parce qu'il implique non seulement que tous auront accès aux ressources pédagogiques mais encore que ces ressources seront adaptées aux besoins des intéressés et qu'elles seront capables de stimuler, de provoquer, et d'intéresser des individus venant de milieux très divers et affichant des goûts très différents.

La plupart sont des étudiants anglophones et francophones inscrits dans des institutions d'éducation où les programmes d'études sont fixés d'avance depuis les cours élémentaires, jusqu'aux cours universitaires post-gradués; d'autres sont des enfants d'âge pré-scolaire à qui il faut des programmes plus relevés que ceux des chaînes de télévision ordinaires. Nous nous adressons aussi à la vaste catégorie des adultes dotés d'une curiosité incessante et d'un désir d'accroître leurs connaissances à la fois pour leur satisfaction personnelle et pour les avantages matériels qui souvent en découlent.

En dépit des difficultés inhérentes à cette tâche, nous avons été encouragés par les progrès considérables accomplis jusqu'à présent. Certains problèmes d'effectif et d'organisation ont fait l'objet il y a un an de discussions dans la presse et à l'Assemblée Législative et l'on a entrepris de les résoudre. Le Conseil d'Administration a désigné le professeur James Taylor, directeur de la Faculté des communications à l'Université de Montréal, pour mener une étude et soumettre un rapport sur la situation. Ce projet a été réalisé; des recommandations ont été formulées et, en général, acceptées et mises en oeuvre.

### Extension de nos Services

Pour la première fois depuis la création du Canal 19 à Toronto à l'automne 1970, le Conseil a pu réaliser ses travaux visant à étendre notre rayonnement aux autres zones de la province. Les demandes de nouveaux émetteurs à Windsor, Chatham, London, Kitchener et Ottawa ont été approuvées par le Conseil de la Radio-Télévision canadienne. Nous espérons que ces nouvelles stations seront mises en service avant la fin de l'an prochain. Si les conditions économiques sont favorables, nous pourrions desservir petit à petit au cours des années à venir, la plupart des autres zones de la province.



## Programmation

La qualité de la programmation de l'Office qui a toujours été très élevée, vient encore d'être améliorée. Nous attirons de nouveaux téléspectateurs parmi le grand public, en dehors des cadres institutionnels. Le succès de séries comme "True North" et "History of the Labour Movement" est particulièrement encourageant. "The Education Crisis" était un programme en direct où l'on présentait et discutait des problèmes au cours des manifestations massives des enseignants à travers l'Ontario.

De nouvelles séries comme, par exemple, "The Education of Mike McManus" et "Nightmusic" ont aussi reçu un très bon accueil, à tel point que le service des média pédagogiques a décidé de les poursuivre à l'automne. On a cherché à analyser la conviction exprimée par un grand nombre de nos éducateurs et réalisateurs que des films de premier plan pouvaient être utilisés pour inviter le public à un examen des problèmes critiques, moraux et sociologiques actuels. Les résultats, encore une fois, ont été positifs et l'utilisation des média récréatifs à des fins pédagogiques continuera de prévaloir dans les programmes d'automne. Les exemples ci-dessus ne représentent qu'une petite partie des nouvelles émissions (plus de 1,000) qui ont attiré le plus grand nombre de téléspectateurs de l'histoire de l'OTEO. Plus de 400,000 personnes ont regardé le Canal 19 toutes les semaines, du lundi au vendredi, et il y eut au total 2,000,000 de téléspectateurs tous les jours pendant la période de notre test en mars 1974, d'après les cotes d'écoute fournies par le Bureau des statistiques sur la radio-télédiffusion ainsi que les sondages Nielsen.

## Diffusions Scolaires

La diffusion télévisée d'émissions scolaires à la fois sur le Canal 19, sur les réseaux français et anglais de Radio-Canada et sur les stations privées et indépendantes a aussi connu un succès notoire. "Report Metric" a atteint quelques 80,000 élèves des écoles primaires du lundi au vendredi; il présentait les premières nouvelles et bulletins météorologiques d'Amérique du Nord où l'on parlait en kilomètres, grammes, litres et degrés Celsius. Depuis son lancement à l'automne dernier, nous avons reçu plus de 1,500 lettres d'étudiants désireux d'apprendre le système métrique. L'émission "Ontario, Our Science Lab" a aussi été diffusée pendant les heures scolaires et a réussi à s'assurer la participation de 90,000 écoliers du niveau élémentaire. Plus de 2,000 classes d'étudiants se sont inscrites aux cours pendant la durée de ces séries.

Approximativement 10% de la programmation de l'Office est produite pour la population francophone et "Jongleries Mathématiques" fut l'une des séries les mieux accueillies en 1973-74. Elle est maintenant largement utilisée dans les écoles de la province.

## Ressources Audio-Visuelles

Dans un domaine autre que la diffusion, le service de distribution de bandes vidéo aux établissements d'enseignement (VIPS) s'est de plus en plus intéressé aux utilisateurs institutionnels en particulier au niveau de l'école secondaire où plus de 85% des écoles ont été équipées d'appareils de transmission. Approximativement 4,000 émissions figurent maintenant dans le catalogue et le public peut les obtenir sur demande à des prix abordables. Notre objectif antérieur de 1,000 ventes par mois a très vite été dépassé et l'Office dut se doter d'un personnel auxiliaire pour faire face à la demande croissante. En plus de la production courante de l'Office, comme par exemple, les séries sur Shaw et sur Shakespeare, de nouvelles acquisitions importantes dans cet unique service de distribution seront faites à la suite des accords passés avec l'Office National du Film et la BBC.

L'Office commença à tester la demande et les préférences du public pour l'utilisation à domicile du matériel audio-visuel, que ce soit sur cartouche ou sur cassette, grâce à deux projets pilotes: l'un auprès de la Bibliothèque de Chinguacousy, qui est une grande première mondiale, et l'autre, un projet spécial où les étudiants à la fois à Windsor et à Belleville testent la demande et les préférences du public en matière d'émissions auprès de groupes communautaires et de familles individuelles. Il est évidemment trop tôt pour prévoir l'issue de ces expériences, mais nous sommes cependant convaincus que la possibilité de regarder une émission ou une série de son choix et à l'heure désirée répond à un besoin tout à fait nouveau et est donc essentiellement un moyen différent de la télévision normale de même que le microsillon répond à d'autres besoins que la diffusion radiophonique.

Un autre projet concerne, celui-là, l'utilisation des émissions de l'Office à des fins autres que la diffusion; il a été réalisé à Brantford, grâce à l'équipement audio-visuel et la série "Almost Home". Avec l'aide d'un conseiller de l'Office, on a utilisé cette série pour améliorer le niveau de lecture des étudiants handicapés. A la fin de la première année, les niveaux en lecture avaient augmenté de deux à cinq ans et le Conseil de l'Education de Brantford a maintenant intégré ce projet dans son programme régulier.

## Comité de Planification

On signale un événement essentiel au cours de l'année, à savoir la fondation du Comité de Planification, comité consultatif auprès du Conseil d'Administration. Il est composé actuellement de dix citoyens représentant des horizons très divers, en plus de deux membres du personnel de l'OTEO. Ce comité est chargé de veiller constamment à discerner et à comprendre les besoins éducatifs actuels et futurs des habitants de l'Ontario et de conseiller les administrateurs sur les objectifs pédagogiques à long terme de l'Office.

## Recherche et Planification

En plus de fournir un service de secrétariat au Comité de Planification, la division de la recherche et de la planification a un rôle quotidien beaucoup plus actif: elle soutient la recherche et l'évaluation des travaux entrepris par d'autres divisions et se lance dans de nouvelles initiatives.

Parmi elles, citons la proposition qui a abouti à la formation d'un groupe de travail de douze penseurs de renom international qui, avec huit membres du personnel de l'OTEO, ont consacré trois jours de réflexion et de discussion intensive à l'étude du rôle des média dans l'information du public et le destin de notre monde actuel. Des sujets tels que la croissance démographique, l'épuisement des richesses naturelles, la crise de l'énergie, l'écologie mondiale et la pollution ont constitué les préoccupations majeures de la conférence. Ces préoccupations ont été résumées dans un rapport qui a engendré une proposition chargeant l'OTEO de faire une étude intensive des travaux visant à aider le public à mieux faire face aux problèmes inévitables de notre société dans l'avenir.

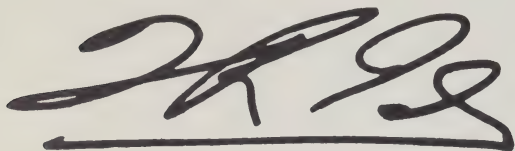
Autre initiative importante au sein des objectifs d'expansion maximale de l'Office dans la province: les progrès réalisés par la division de la recherche et de la planification en vue de l'indexation des documents pédagogiques existant à l'heure actuelle. Jusqu'à présent, le contenu de 2,500 émissions a été résumé et classé et on est en train d'évaluer 400 de ces émissions dans une étude pilote grâce au système informatique de l'Université de Toronto. Grâce à cet index, les professeurs pourront trouver rapidement le secteur ou le sujet particulier qu'ils désirent dans le catalogue inventorié.

## Au-delà de toutes espérances

Enfin, le succès de tout organisme dépend surtout des talents et du degré d'engagement de ses membres. L'Office jouit d'une chance tout à fait particulière à cet égard et je sais que les membres du Conseil se joindront à moi pour exprimer leurs remerciements à plus de 350 hommes et femmes entièrement dévoués à cette tâche passionnante. Il est parfois difficile et peut-être effrayant d'être un pionnier. Je sais que parfois les problèmes semblent insurmontables et, cependant, avec la perspective des événements, les réalisations de l'Office jusqu'à présent ont dépassé les espérances des plus optimistes d'entre nous. L'OTEO n'est plus un rêve; c'est maintenant une réalité. Il a gagné sa réputation internationale d'excellence que personne ne lui dispute. La meilleure preuve consiste dans le nombre de prix qu'il a remporté et aussi les milliers d'émissions vendues aux autres provinces, aux Etats-Unis et en Europe.

Plus de téléspectateurs que jamais s'enrichissent en regardant nos émissions. Les livres, articles et rapports écrits par notre personnel sont publiés et distribués dans le monde entier. Les pays en voie de développement voient dans notre organisme un guide en matière de communication éducative. Un certain nombre d'autres provinces ont créé leurs propres sociétés de la Couronne d'après le modèle de l'OTEO. Si l'imitation est la forme la plus sincère de la flatterie, alors nous devrions nous sentir récompensés.

Le président,

A large, stylized handwritten signature in dark ink, consisting of several loops and a long horizontal stroke at the bottom.

T. R. Ide



## EDUCATIONAL MEDIA DIVISION

In production, acquisition and presentation of programs to serve the educational needs and interests of all citizens of Ontario, of all ages, programming responsibility is delegated to the four sections of the division: Early Childhood and Teacher Education; School and Youth; University, College and Adult; and French Language.

Through the efforts of approximately 60 project officers divided almost equally between those concerned chiefly with production values and those concerned chiefly with educational objectives and content, the division produced 792 programs or 300 hours of new programming in 1973-74. In addition, nearly 1,700 program units or 560 hours of programming were acquired from a variety of sources in Canada, the United States, Britain, France and other countries.

Managerial strength was increased with the appointment of three Directors of Programming to resolve an overload of work throughout the division.

Programming objectives and areas of priority were projected in a three-year plan to provide a clear direction in planning production, acquisition and presentation of programming.

### Early Childhood and Teacher Education

The series "Polka Dot Door," designed primarily for pre-schoolers continued its high popularity and drew an audience of more than 60,000 viewers daily. Thirty-five new programs were added to the series in 1973-74, bringing the total to 130 half-hour units. It received honourable mention at the Chicago Film Festival. In September, 1974, the series will go into its fourth production year.

New programs were produced for the series "Guess What?" which total 80 10-minute programs. It was augmented with a long-play record by singing host Jan Rubes.

"Calling Captain Consumer" is a series of 10 programs of 20 minutes each, popular with teachers and students. Through the central figure of a cartoon-animated "super-hero," Captain Consumer, young viewers learn about budgeting, advertising, unit pricing, credit, taxation and other aspects of the marketplace. Programs are designed to allow complete integration with all parts of the junior level curriculum.

Teacher Education programming continued emphasis on development of materials for professional development activities, adding to what the OECA calls the Professional Development Materials Bank, in tandem with the cyclical review activities of the Ministry of Education. These materials are not primarily for broadcast but are especially prepared for use in workshops, conferences, seminars and other group situations. Some

materials will be useful in pre-service teacher education.

Another focus was development of programming dealing with issues of concern to the community and the school. These units are intended for broadcast but also are useful in teacher education courses and for parent-school and study groups.

An example is "Prophecy," a 90-minute program hosted by John Colicos, which examines the function of prophecy in Western society and includes such modern-day prophets as Buckminster Fuller, B. F. Skinner, Marshall McLuhan and the Club of Rome. It won a gold award for excellence at the Atlanta Film Festival.

### School and Youth

New programming for intermediate and senior student audience levels dealing with day-to-day experiences in metrication, many aspects of science, nature study, languages, the social and economic effects of development in the Third World was produced and, in some cases, was in final production stages at the close of the fiscal year.

"Report Metric," a five-minute news report employing the metric "language" only, with no attempt at interpretation to imperial measurement terms, was broadcast daily at 9:15 a.m. to all parts of Ontario from September, 1973, to May, 1974. Aimed at the grades four-to-six level, it received enthusiastic response from pupils, teachers and many other adults for its reports on weather, measurement of common objects and openness to participation by classes and individuals across Ontario. More than 1,500 letters, student drawings, comparative reports and videotape "news clips" were received from students and teachers, and incorporated into the program.

"Ontario: Our Science Lab," because of its first-year success, was repeated in 1973-74 using the same core programs but increasing the feedback modules to 10 minutes from the previous five. It set out class experiments in a scientific approach to weather and environment in each locale and encouraged classes to participate as units and send results to a resource centre at the OECA in Toronto. For reporting and further information they could also phone the resource centre on toll-free lines answered by other students and supervisors at the resource centre. The project enrolled more than 80,000 students across the Province.

"A Walk With Gary" was a combination presentation of colour slides and a two-track audio cassette plus a printed use-guide. The walk by 17-year-old Gary through a wooded ravine is depicted in 126 slides mounted in a carousel. One sound track is that of the sounds of birds, animals and insects he encountered, so that the presentation can be shown in its entirety for experiential impact. The second sound track is a commentary of insight into the flora and fauna the boy encountered, which can be

used in segments for class discussion and reaction. The use-guide suggests several ways in which a class can focus on communications in nature or the phenomena a careful eye can discover in a walk through the woods.

"It's Not So Difficile" is a set of programs one or two minutes in length which dramatize the use of oral French in everyday situations. The learning of oral French is meant to arise naturally out of a context depicted in each episode.

The series "Almost Home" and "Explorations in Shaw," highly successful in the first year, were extended by the addition of three programs in each series during the 1973-74 fiscal year. The Shaw series has sold widely in the United States and in other provinces of Canada.

Two series projects, "Studies in Development - Africa" and "Monkey Bars" were prepared for the fall launch of programming in September, 1974, and are in the final stages of production. "Studies in Development" was shot by two crews, one English-speaking, the other French-speaking, in the nations of Africa which speak the official languages of Canada. They focus on the impact of growth -- industrial, commercial, technological, urban and social -- and the dislocations and decision-making imposed by the challenges of rapid change. They focus particularly on North and West Africa, where Canada has had a significant role to play. Two one-hour programs and 16 half-hour programs will be available in English and French for broadcast and for schools in cassette or cartridge formats.

"Monkey Bars" is a magazine-style program designed for children 9-11 years and particularly related to out-of-school situations. An entertaining format introduces viewers to elements of curriculum such as language study, metrication, Canadian history and a variety of other topics.

#### University, College and Adult

More than 50 hours of programming were produced and 88 hours of programming acquired, along with a good deal of groundwork to establish production plans which will provide valuable programming for universities and colleges as well as good quality TV broadcasting for a general adult audience.

A great deal of development work has been accomplished in areas such as Native Studies and Psychology, which will result in pilot programs or series scheduled for production in 1974-75 and beyond. Highlights of the year's production include:

- The History of Labour in Canada: two one-hour specials which have been praised by a variety of labour organizations.
- The Restoration of the Grange: a 45-minute special which followed the three-year progress of restoration to completion.
- Health Care Today: nine programs designed to provide information for medical professionals as well as adult audiences. Produced in conjunction with McMaster University faculties.
- From the Skin Out: 10 programs tracing the history and development of clothing uses and cultural styles.
- Quest into Matter: a pilot program in chemistry dealing with basic concepts of symmetry. It involved the participation of both McMaster University and the University of Western Ontario, and was developed for utilization in class as well as appeal to adult audiences. It was well received. Further productions will follow in 1974-75.
- Earth Sciences: script outlines were approved for 12 30-minute programs which will form part of a multi-media credit course at Erindale College, University of Toronto.
- Further programs were added to the "True North" series which attracted a great deal of attention when it was introduced during 1972-73. The next programs, "This Business of Immigration," "The Forgotten Woman" and "The Quiet Diplomat," continued the innovative mixture of dramatization, documentary, satire, biography and song set by their predecessors.

Plans for future programming were developed with appropriate consultative committees:

- Nursing Education: A combined task force of several agencies is developing materials which can be used by the Colleges of Applied Arts and Technology (CAATS) throughout the province, for those areas of nursing education not requiring on-the-job experience. Production will be co-funded by the OECA, the colleges, and nursing associations.
- Small Business Management: Heads of business divisions of several CAATS participated in meetings to recommend program areas for production in 1974-75.
- Automotive Technology: The OECA provided a producer to work with Centennial College, Toronto, in development of non-broadcast materials for use in class.



French Language

Two series dominated production in the French section, apart from acquisitions, and both have been received with acclaim. In addition, the Director of French Programming headed the OECA metrication study committee.

The director and supervisors of the French language section also were instrumental in the design and final production of the "Studies in Development - Africa" series as it related to the French-speaking nations of Africa and Canada's role in their development.

The two series which highlighted production were:

- Jongleries Mathématiques: 30 programs of 15 minutes each for junior grades with the aim of enlarging the viewer's perception of mathematical relationships in the world around them. A math club developed around the series with an enrolment of almost 25,000 students.
- Rencontre avec l'écrivain; a series of 10 20-minute programs as an anthology of French theatre in Canada during the 1960s and designed for secondary school students. It introduced Franco-Ontarian students to the work of French-Canadian dramatists and novelists.

### PROGRAMMATION FRANCAISE

L'Office de la télécommunication éducative de l'Ontario (OTEO) dessert de plus en plus la clientèle des écoles de langue française de cette province. Afin de mieux répondre aux besoins de la population franco-phone l'Office a augmenté les crédits affectés à la production et à l'acquisition de programmes de 10 à 15%.

La section française de l'O.T.E.O. a réalisé 85 nouvelles unités de production et fait l'acquisition de 125 unités traitant d'histoire, de géographie, de musique, de sciences naturelles, d'hygiène et d'actualité.

A signaler d'une façon particulière les documents produits pour faciliter l'initiation au système métrique international. Comme supplément à ses séries sur les mathématiques fondamentales, l'Office a créé un Club de jeunes mathématiciens. Le Club des Jeunes Jongleurs compte plus de 28,000 membres.

Le fait français en Amérique du Nord, une anthologie du théâtre français des années '60, une étude comparative des grandes religions et un cours de français fondamental entre autre constituaient la grille de programmation.

Dans le domaine des développements majeurs le département français s'est penché sur la recherche et le développement d'une série d'émissions touchant l'enseignement de l'anglais langue seconde. Des recherches spécialisées en linguistique ont abouti à une série d'émissions "The Sunrunners" qui constituera, à notre avis, une percée majeure pour l'enseignement de la langue seconde pour les Franco-Ontariens. La section française a aussi établi de nouvelles lignes de conduite pour se donner une philosophie plus franco-ontarienne. L'O.T.E.O. veut de plus en plus des émissions en langue française produites en Ontario, par des franco-ontariens avec des ressources ontariennes à l'intention des franco-ontariens. Dans ce but, l'O.T.E.O. a fait des recherches concernant les aspirations des franco-ontariens. Ces recherches ont abouti à la production d'émissions touchant le secteur adulte où de plus en plus la population franco-ontarienne peut se reconnaître sur les ondes et bénéficier des services de l'Office.

L'année qui se termine a été une année de réorganisation, de consolidation. Les écoles d'expression française se sont classées premières dans l'utilisation des services de distribution VIPS. Le département français se développe de plus en plus au sein de l'Office.

Grâce à des budgets accrus, du personnel pourra être embauché pour assurer une plus ample production orientée surtout vers l'éducation permanente et pour tenir compte des suggestions et des besoins de la population.

Le secteur d'utilisation s'est rendu, particulièrement dans le Nord et l'Est de la province pour rencontrer les nombreux conseils scolaires. Des séminaires ont eu lieu pour assurer un usage plus rationnel, et plus étendu des services de l'OTEO. Un intérêt plus poussé s'est également fait sentir au sein des conseils régionaux. Les rapports du secteur de recherche révèlent un usage proportionnellement plus élevé de la programmation de l'Office dans les écoles de langue française.

La demande de l'OTEO au C.R.T.C. en février 1974, pour une expansion du réseau et plus particulièrement pour l'opération d'un poste éducatif à Ottawa pour desservir la région de l'est de la province a créé un vif intérêt au sein de la population francophone de l'Est et du Nord de l'Ontario.

### Channel 19

A station manager was appointed in 1973, which consolidated organizational changes instituted in the previous fiscal year. The identity, or on-air "look" of Channel 19, was established and will be contoured with the beginning of programming in September and October, 1974. On-air promotion of OECA programming increased considerably during the fiscal year and drew increasing numbers of viewers. Promotion on the air and in print, in transit and school posters, and in publicity were co-ordinated for continuity in design and theme.

The "block scheduling," which identifies and publicizes hours of programming for particular interest or age groups, was strengthened, with more emphasis on regular daily program times.

In addition, scheduling was revised to allow (a) more advance notice to teachers of OECA in-school programs and (b) to increase flexibility in evening prime-time, "open sector" programming.

A public service announcement policy was established, providing information on non-commercial agency work. The number and frequency of announcements will increase as our broadcast service is extended.

### Utilization and Project Materials

With the responsibility of encouraging effective use of OECA programs, the Utilization section organized short-range projects to meet immediate needs and long-range projects to encourage media literacy through many workshops, conferences and meetings related to in-school English and French curricula, and open sector (adult, prime-time) programming. The section also supplied support materials and technical equipment to meet the needs of all learners from pre-school through retirement and old age.

The utilization centre at the OECA was booked solidly months in advance during the week and often in the evenings and on weekends by class groups bussed from many parts of the province, by teacher and other adult groups during evenings and weekends. The centre is equipped with three Portapak areas (portable cameras and taping devices), several videotape-monitoring setups on various formats, a two-camera studio, sound dubbing and editing facilities as well as a library of recordings and graphic materials for special effects. It is staffed by educators and technical personnel to assist participants.

More than 2,000 students and 500 teachers, as well as members of the public, participated in workshops, viewing sessions and planning meetings in the centre.

Beyond the centre, the unique Production Workshop Van travelled northern and eastern portions of the province providing experience for 1,100



students, more than 200 teachers, 120 student teachers and approximately 200 consultants, librarians, administrators, and members of community organizations.

An increasing emphasis on use of OECA programs and materials through public libraries was carried out in co-operation with OECA's Videotape Program Service (VIPS) staff at Ottawa, Chinguacousy and Scarborough. A number of regional library organizations have booked the program in 1974-75.

The Brantford Reading Project, whereby videotape and educational television became a new and effective aid for special education students, was extended for a second year -- and with much success. Another county Board of Education will be receiving aid in a similar project in 1974-75.

More than 170 new and reprinted guides for teachers were produced and distributed for program series ranging from kindergarten to Grade 13. In addition, program notes, booklets and study materials were acquired for Open Sector (adult) programming such as "Civilization," " Suivez la Piste," and "Making Things Grow." In all, more than a million copies of OECA-produced project materials were distributed throughout Ontario.

## CREATION AND DISTRIBUTION

### OECA Programming

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Broadcasting hours,  
Channel 19, CICA-TV

Actual broadcast hours for  
1973-74 5475

Daily average broadcasting hours 15

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Telecast breakdown (percentage),  
by general categories, 1973-74  
Channel 19

Pre-school & Primary 19

School & Youth 30

Teacher Education 7

Adult, University and College 35

French 9

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Purchased network time,  
English and French

Programmed by OECA weekly for  
1973-74 school year (hours) 17

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Private station time

Programmed by OECA weekly for  
1973-74 school year (hours - on average) 44.5

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Cable service distribution

Weekly, 14 systems (hours per system) 70

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## OPERATIONS DIVISION

The division is comprised of two major branches: Finance, Administration and Personnel; and Engineering and Technical Services; plus the Media Resource Centre and the Network Implementation Project. The essential focus of the division is support services to all other parts of the OECA.

### Engineering Section

This section is responsible for the design, specification, acquisition and installation of technical facilities. This responsibility includes "make or buy" analyses of proposed new facilities, replacement of obsolescent equipment and maintenance of regulatory technical standards. This section is expected to monitor technological developments and identify potential applications and new techniques for OECA activities.

Major projects this year included development of plans for extension of service, completion of the Mobile Production Unit vehicle and upgrading of production editing facilities.

### Technical Services Section

This section provides a host of technical activities in support of our program production and distribution activities. It is responsible for the operation and maintenance of technical equipment, as well as provision of technical services associated with the acquisition and processing of videotape and film, and the traffic function associated with the various distribution systems.

Production Services includes operation of the mobile units and the presentation studio as well as videotape and film editing facilities. Film stock purchases amounted to approximately 1.1 million feet. Film editing rooms are operated at above 86% capacity throughout the year.

The presentation studio was utilized at a level of 88% capacity. Videotape production editing facilities were operated slightly over rated capacity. In total, 2,188 program units were delivered in 1973-74 with first production and editing. The number includes both OECA productions and acquisitions.

Distribution Services embraces a number of different systems including a technical dubbing service for VIPs, a provision of videotapes for marketing, the provincial Cable Service, isolated schools in Northern Ontario, and the Media Resource Centre, as well as operation of Channel 19 Master Control, which also feeds the entire CBC Ontario network eleven and one half hours per week during the school year.

The VIPS service, which is described in the Corporate Division report, provides copies of programs on videotapes on order, in whatever format a particular educational institution requires.

The provincial cable service provided programming 10 hours daily, seven days per week, on videotape to 14 cable systems beyond the reach of Channel 19.

The Isolated Schools Program was integrated with the VIPS program this year providing videotape material to remote schools in Northern Ontario.

Broadcast Distribution included Channel 19 operations which amount to 15 hours per day throughout the year. In addition to programming the CBC network during the school year (English network 11.5 hours per week; French network 5.5 hours per week) it also supplied programs on videotape to a number of private television stations in Ontario.

Control of this flow of program materials and resources both in production and in distribution, in a multitude of formats and systems, is assigned to the Traffic Department. Because of the variety of distribution systems we employ, the Traffic Department is probably unique in the communications industry in North America.

#### Media Resource Centre

The function of the Media Resource Centre is to provide an in-house resource for program development and personal development, as well as a resource for educators who wish to study educational communications in general or OECA programs in particular. Over the years the MRC has been building a videotape library of all OECA programs as well as samples of program acquisitions, bringing its inventory to 13,000 tapes at the end of the fiscal year. Viewing facilities were used to capacity, with bookings averaging 200 a month.

In addition, the centre provided an extension print library and information research service for the OECA staff and personnel on contract for particular projects. The book collection was increased to more than 7,000 volumes with major emphasis in the areas of educational television and technology, education, film and television production techniques. The library was augmented with the ERIC Collection of documents in education, numbering well over 20,000 pages on microfilm.

The Centre subscribes to more than 250 periodicals representing the Authority's range of interests from education to broadcast engineering technology.

In all, circulation and reference activities have more than quadrupled over the course of the previous three years.



## Finance, Administration and Personnel

This branch provides support services to all parts of the OECA. As the name implies, the Finance section provides financial services including English and French language budgeting, annual budgets, expenditure reports, various analyses, accounting services, treasury and control functions.

Administrative Services provides accommodations, furnishings, services and utilities for the Authority as well as the purchasing and inventory functions for the OECA. Major reductions in costs of goods purchased were achieved through the application of bulk purchasing techniques.

Major innovations included the installation of a "Centrex" telephone system to improve service, expand capacity and reduce costs. In a similar vein a "Telex" system has been installed.

The finance section introduced computerized accounting records, as part of contributing refinement and improvement in financial reporting and budgeting techniques.

The 1973-74 Provincial Auditor's report shows significant improvement in all areas.

Personnel Services section was expanded this year with the appointment of a Manager of Personnel responsible for staff relations and personnel development. The OECA is concentrating on the development of management skills, focusing on objective-setting and informational appraisal.

A personnel manual was produced which describes in detail staff benefits and working conditions in every area of the OECA. A comprehensive quarterly report on all personnel matters was instituted for examination by the Executive Committee.

Two pilot projects were carried out: A series of workshops on management skills for FAP staff, and hiring and placement of summer students in various branches of the OECA. The workshops will be extended to other branches of the OECA in the new fiscal term. Summer students were interviewed on campus, hired and assigned in the early spring; a process that will be continued.

This branch also includes a management systems section which concentrates on the development of efficient and effective systems and procedures within the OECA, with particular emphasis on processes touching a multitude of functions. While the initial thrust is towards streamlining manual systems, the work provides an overview of the interrelationships of various processes, both manual and automatic, currently in operation in the OECA. A computer task force has been at work developing a plan for orderly development and integration of automatic data processing in the OECA.

In a related development, detailed planning and design has been undertaken towards a system of an "Integrated Management Planning and Control System" (IMPACS). This system is patterned after one developed for Public Broadcast Service stations in the United States.

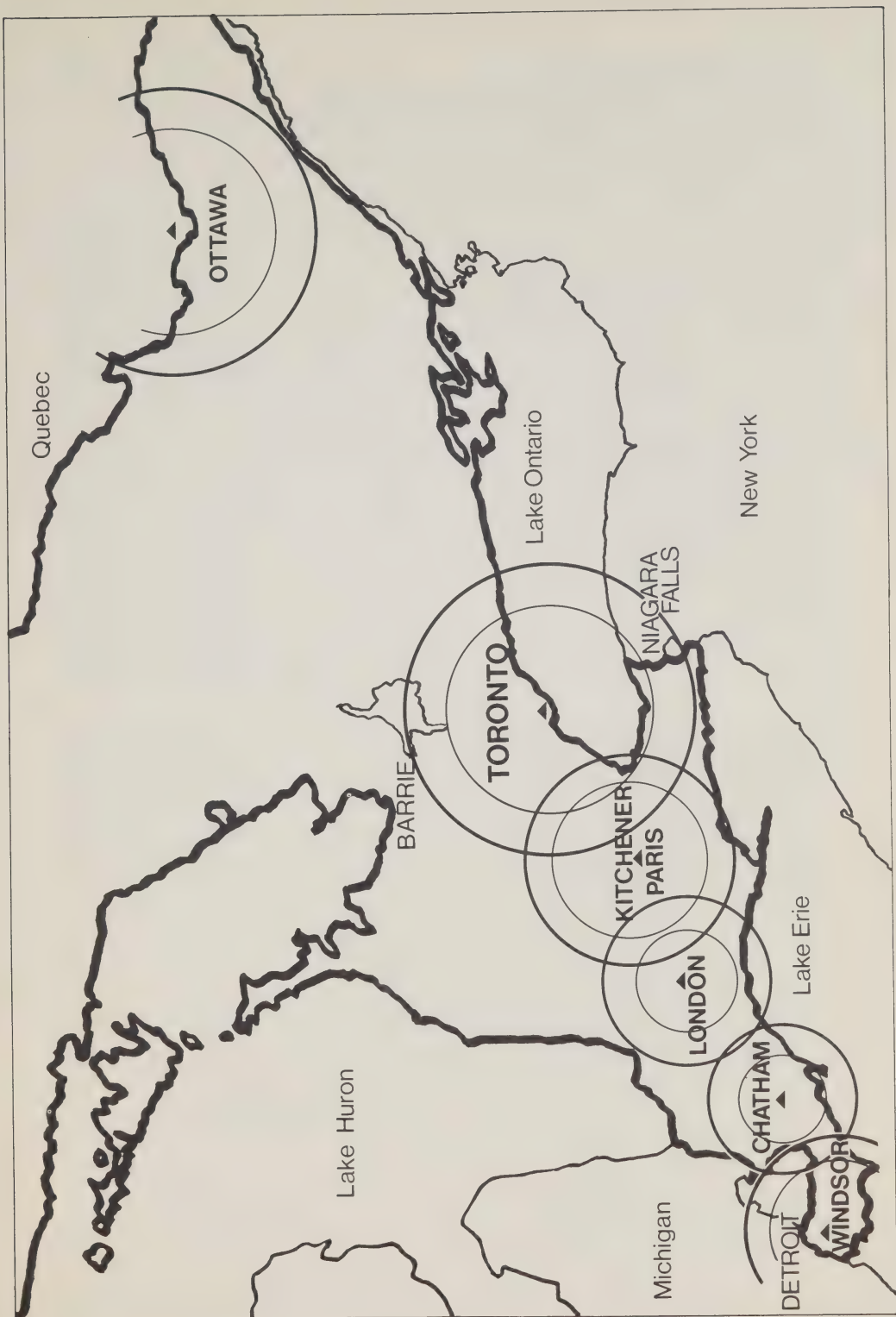
While the system can be operated on a computer, our initial aim is towards developing the necessary human planning and control processes which are essential to any such program.

The initial objectives are to enable us to broaden our planning horizons, and to develop better control mechanisms in order to maximize use of resources. A key part of this process was the reassignment of the unit financial reporting procedures.

#### Network Implementation Project

Responsibility for the implementation of technical facilities falls within the engineering section of this division. With the task of implementing five new stations, comprising Phase II, which are located in Ottawa, Kitchener, London, Chatham and Windsor, the OECA elected to take a "Project Approach," which would accomplish not only the physical construction, but also deal in an integrated and comprehensive way with public relations, liaison with institutions, involvement of regional councils, network programming and identification, audience research, project administration and accounting, as well as legal and regulatory matters.

A project team has been assembled, drawing appropriate talents from all sections of the organization, under a project director, reporting to the General Manager of Operations. The people are seconded to the project for a period of two years, at which time, the project having become operational, they will be reassigned to the normal operating sections of the organization.



# Financial Statement

## Statement of Operations and Deficit

For the year ended March 31, 1974

The Ontario Educational Communications Authority

Revenue:	1974	1973
Basic grants, Province of Ontario (Note 5)	\$13,485,000	\$12,888,000
Special grants, Province of Ontario (Note 3)	196,760	1,177,299
Other income	187,941	382,999
	<b>13,869,701</b>	<b>14,448,298</b>
<b>Operating Expense:</b>		
Program Production (Note 7)	7,905,938	7,703,395
Program Utilization and support materials	895,788	1,019,541
Broadcast distribution	1,691,492	1,729,237
Videotape program service	507,862	1,508
Research, planning and program evaluation	615,466	331,363
Advertising and promotion	267,923	128,482
Administration	1,320,555	1,186,042
Relocation cost (note 3)	28,971	1,177,299
	<b>13,233,995</b>	<b>13,276,867</b>
Excess of revenues over operating expenses	635,706	1,171,431
Fixed assets purchased from revenue	783,626	676,230
Surplus (Deficit) for the year	(147,920)	495,201
Surplus (Deficit) beginning of year	114,217	(380,984)
Surplus (Deficit) at end of year	\$ (33,703)	\$ 114,217

See accompanying notes to financial statements.



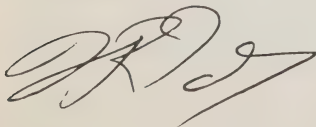
# Balance Sheet

As at March 31, 1974

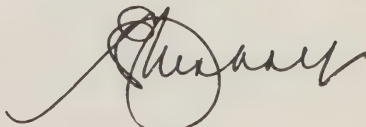
Assets	1974	1973
<b>Current Assets:</b>		
Cash	\$ 591,432	\$1,663,295
<i>Accounts receivable:</i>		
Programs and publications	97,797	45,948
Grant, Province of Ontario (Note 3)	68,573	—
Other	82,714	112,749
	<b>249,084</b>	<b>158,697</b>
<i>Inventories: (note 8)</i>		
Program support materials	17,509	12,030
Film and videotape	240,100	52,537
Stores and supplies	68,889	34,637
Production work in progress	691,843	359,839
	<b>1,018,341</b>	<b>459,043</b>
<i>Prepaid expenses</i>		
	68,974	32,900
<b>Total Current Assets</b>	<b>1,927,831</b>	<b>2,313,935</b>
<b>Fixed Assets: (note 1)</b>		
Land	115,045	—
Technical and engineering equipment	3,835,976	3,413,378
Office furniture and equipment	495,235	400,229
Automotive equipment	11,836	11,836
Leasehold improvements	1,208,970	1,090,832
	<b>5,667,062</b>	<b>4,916,275</b>
<b>Less: accumulated depreciation and amortization (note 2)</b>	<b>2,695,644</b>	<b>2,028,055</b>
<b>Net Fixed Assets</b>	<b>2,971,418</b>	<b>2,888,220</b>
	<b>\$4,899,249</b>	<b>\$5,202,155</b>

See accompanying notes to financial statements.

On behalf of the Board:



Director



Director

Liabilities	1974	1973
<b>Current Liabilities:</b>		
Accounts payable and accrued liabilities	\$1,961,534	\$2,184,032
Deferred revenue, special grant, Province of Ontario (note 3)	—	15,686
<b>Total Current Liabilities</b>	<b>1,961,534</b>	<b>2,199,718</b>

## Equity of the Province of Ontario

<b>Fixed Assets:</b>		
Balance, beginning of year	2,888,220	2,016,509
Net additions (note 9)	784,667	1,656,090
	3,672,887	3,672,599
<b>Less: depreciation and amortization (note 2)</b>	<b>701,469</b>	<b>784,379</b>
<b>Balance, end of year</b>	<b>2,971,418</b>	<b>2,888,220</b>
Surplus (Deficit)	(33,703)	114,217
<b>Total Equity</b>	<b>2,937,715</b>	<b>3,002,437</b>
	<b>\$4,899,249</b>	<b>\$5,202,155</b>

## Statement of Sources and Uses of Cash

For the year ended March 31, 1974

The Ontario Educational Communications Authority

	1974	1973
<b>Sources of Cash:</b>		
Surplus for the year	\$ —	\$ 495,201
Decrease in prepaid expenses	—	16,225
Decrease in grants receivable	—	1,552,000
Increase in current liabilities	—	193,007
	<b>—</b>	<b>2,256,433</b>
<b>Uses of Cash:</b>		
Deficit for the year	147,920	—
Increase in inventories	559,298	196,945
Increase in prepaid expenses	36,074	—
Increase in accounts receivable	21,814	113,004
Increase in grant receivable	68,573	—
Decrease in current liabilities	238,184	—
	<b>1,071,863</b>	<b>309,949</b>
<b>Increase (Decrease) in cash balance</b>	<b>\$(1,071,863)</b>	<b>1,946,484</b>

See accompanying notes to financial statements.

# Notes to Financial Statements

March 31, 1974

## 1. Fixed Assets

Fixed assets are valued at cost with the exception of certain fixed assets which were contributed to the Authority by the Ontario Ministry of Education on January 3, 1971. Such assets are valued at their estimated replacement cost at that date.

## 2. Depreciation and Amortization

The cost of leasehold improvements is amortized over the period of tenancy of the premises to which such costs apply.

Commencing April 1, 1973 and retroactive to its inception, the Authority is providing for the depreciation of technical and engineering equipment, office furniture and equipment and automotive equipment by the diminishing balance method. Accordingly, comparative figures for 1973 have been restated to reflect this change.

Depreciation and amortization charges for each year are as follows:

Year ended March 31,	1971	\$626,208
	1972	623,473
	1973	784,379
	1974	701,469

## 3. Special Grants

The Province of Ontario has agreed to fund the extension of the broadcast network. During the year, \$181,074 was incurred by the Authority, mainly in the purchase of land and design fees relating to the project. To date, \$112,500 has been received from the Province of Ontario. The balance of \$68,574 has been set up as a receivable from the Province of Ontario.

Additionally, the unexpended and deferred portion of a special grant to cover the estimated costs incurred by the Authority in relocating to its new premises, which amounted to \$15,686 at March 31, 1973, was spent during the current year and is reflected in revenue from special grants.

## 4. Comparative Figures

Certain comparative figures have been reclassified to conform to 1974 presentation.

## 5. Basic Grants

The Authority received basic grants through the following Ministries:

	1973/74	1972/73
Ministry of Colleges and Universities	6,597,000	6,000,000
Ministry of Education	6,888,000	6,888,000
	<u>\$13,485,000</u>	<u>\$12,888,000</u>

## 6. Transmission Facilities

Under the terms of a Memorandum of Agreement with the Canadian Broadcasting Corporation, the Authority has agreed to repay with interest, the capital costs of the Channel 19 transmission facilities owned by the C.B.C., estimated to be \$630,000, and to pay the transmitter operating costs of the Corporation provided that the Authority continues usage of the transmitter. The Authority has the right to discontinue the agreement at the expiration of any license period. To March 31, 1974, the Authority has made capital costs repayments of \$94,500 to the Corporation.

## 7. Program Production

Program production costs include direct costs such as freelance staff and crews, studio facilities, property

settings, film processing, program rights and acquisitions, as well as staff and facilities within the Authority whose main activities are directed to program production.

## 8. Inventories

Inventories are valued at cost except for certain program support materials which are at net realizable value where this value is lower than cost.

During the year, the Authority changed its policy on the valuation of broadcast quality videotape and maintenance supplies. At March 31, 1974, all blank reusable broadcast quality videotape was valued. In previous years, only new unused broadcast videotape was valued. At March 31, 1974, all maintenance supplies having a unit value greater than \$100 were valued. In previous years, only those maintenance supplies having a unit value greater than \$2,000 were valued. As a result of these changes, the deficit for the year has been reduced by \$107,719.

## 9. Fixed Asset Equity

Net additions consist of fixed assets purchased from revenue and fixed asset acquisitions included in relocation costs.

## 10. Pension Plan

The unfunded past service costs under the Authority's pension plan at January 3, 1973 as estimated by independent actuaries, amounted to \$385,516. These costs are being funded and charged to operations over the period to 1989.

## 11. Lease Commitment

The Authority's premises at 2180 Yonge Street, Toronto, are leased at an annual rental of \$618,550, under an agreement to lease for an initial period of ten years that commenced on April 1, 1972.

## To The Ontario Educational Communications Authority and to the Minister of Colleges and Universities

I have examined the balance sheet of The Ontario Educational Communications Authority as at March 31, 1974 and the statements of operations and deficit and sources and uses of cash for the year then ended. My examination included a general review of the accounting procedures and such tests of accounting records and other supporting evidence as I considered necessary in the circumstances.

In my opinion, these financial statements present fairly the financial position of the Authority as at March 31, 1974 and the results of its operations for the year then ended, in accordance with generally accepted accounting principles which, except for the changes as referred to in notes 2 and 8 to the financial statements, have been applied on a basis consistent with that of the preceding year.

A report on the audit has also been made to the Authority and to the Minister in accordance with section 11 of The Ontario Educational Communications Authority Act.

Toronto, Ontario. July 5, 1974.

*H.J. McLaughlin, C.A.*

H.J. McLaughlin, C.A.,  
Assistant Provincial Auditor.

## CORPORATE DIVISION

A realignment of the division by sections resulted in several significant changes. Information Services, and Research and Planning, were established as separate units reporting to the Chief Executive Officer. A new branch, Corporate Relations, was established to incorporate what was formerly called Regional and Institutional Liaison. Wider responsibilities were added, including the seeking of non-governmental funds. Functions of the two other sections, Contracts and Agreements, and Industrial Services, were also expanded.

## CORPORATE RELATIONS BRANCH

Four sections with related but differing responsibilities comprise the branch: Regional Relations, Institutional Relations, Developmental Relations, and Internal Relations.

Regional Relations, responsible for liaison with the OECA's five regional councils and with agencies within each of the geographic areas, strengthened its work and emphasis in several ways. Council liaison was assigned to four members of the Corporate Relations staff, co-ordinated by the manager of Regional Relations, to ensure close and detailed exchange of proposals to meet the needs and wants of residents in each area, clarification of OECA policies decided by the Board, and co-operation in progressively implementing the OECA's mandate to serve all the people of Ontario.

A second step was commissioning Dr. Heather Knoepfli to do a study of the regional councils. It was completed and presented in the fourth quarter, entitled: "OECA's Regional Councils: Review, Assessment, Future Directions." It formed the basis for ongoing dialogue on the task and structure of the councils, and on the patterns of communications between the councils and the OECA.

Most specifically, Dr. Knoepfli recommended:

1. The OECA continue to maintain and to develop a system of regional councils.
2. The OECA be more positive in its direction of regional council activities and in its use of input from the councils.
3. Top priority be given to developing a common understanding of regional council roles, both within the councils and within the OECA.



As a result, along with liaison, the councils have aligned their activities with the fiscal year of the OECA. It is expected that the councils will structure their formal activity to four quarterly meetings, with committee interim activity timed to report to quarterly meetings. The dialogue will continue with the expectation of much more significant results throughout the province.

At the same time, the major issue of discussion with all councils this fiscal year was based on the extension of service. It is a highly involving and sometimes an emotional issue, particularly in northern and eastern sections of the province. Councils understood that the OECA had to acquire UHF frequencies in Southwestern Ontario immediately, because of the real probability that there would not be frequencies available in a year or two due to the competitive overlap of Canadian and U.S. broadcasting in that sector. All agreed it was a significant step forward.

However, when the Canadian Radio-Television Commission granted broadcast licences to the OECA for Ottawa, Kitchener, London, Chatham and Windsor linked with Channel 19 in Toronto, the action prompted:

1. Renewed vigour in the Northwestern, Northeastern, and Eastern councils for a broader coverage plan to include these areas where broadcast reception is not available.
2. The Northwestern and Eastern councils, in particular, to press for an improved cable TV service. As a result, and after thorough review and evaluation, a specifically designed videotape package was developed for cable distribution in the fall of 1974.

Each council was responsible for calling public meetings in various locations throughout the region and each did. In the Southcentral region, several meetings were held with guests representing a variety of interests. In the Southwestern region a series of meetings was held to establish dialogue and to make specific interest groups aware of implications of the Network Implementation Project.

A centralized reporting system was established, approved by the Executive Committee, for personnel in all branches of the OECA involved with outside agencies in order to co-ordinate efforts and avoid duplication. It has provided a central source of feedback and background information from other agencies available to all branches of the Authority.

#### Developmental Relations

Formed in the fourth quarter, this section is responsible for growth activities; for implementing objectives established by the Board of Directors. It functions chiefly in co-ordination and administration of the OECA's efforts in co-funding, co-production, grants and other activities shared with other agencies, either private or public. Contact was initiated with other ministries of the province, educational institutes and associations, foundations and private enterprise. It is expected that activities of this section will contribute in a major way to the OECA's outreach to other organizations, institutions and corporations.

Le service des relations avec les régions, chargé de la liaison avec les cinq Conseils régionaux de l'OTEO et avec les agences situées dans chaque zone géographique, a consolidé son travail et sa politique de plusieurs façons. La liaison avec les Conseils a été confiée à quatre employés du service des relations de l'Office et à un coordonnateur, le directeur du service des relations avec les régions. Ils avaient pour tâche d'assurer un échange de vues étroit et fructueux afin de satisfaire les besoins et les désirs des résidents de chaque région, d'expliquer la politique de l'OTEO telle qu'elle était formulée par le Conseil d'Administration et de collaborer à une mise en oeuvre progressive des objectifs de l'OTEO qui sont de servir tous les habitants de l'Ontario.

En outre, on a confié au Dr. Heather Knoepfli le soin de faire des recherches sur place et de publier un rapport sur les conseils régionaux. Ce rapport intitulé: "Les conseils régionaux de l'OTEO: étude, évaluation et objectifs à poursuivre" fut terminé et présenté au cours du quatrième trimestre. Il a constitué la base du dialogue qui se poursuit actuellement et porte sur les fonctions et la structure des conseils ainsi que sur les modes de communication souhaitables entre les conseils et l'OTEO.

Le Dr. Knoepfli recommanda tout particulièrement:

1. que l'OTEO maintienne et élargisse son réseau de Conseils régionaux;
2. que l'OTEO dirige de façon plus positive les activités des conseils régionaux et fasse meilleur usage des recommandations des conseils;
3. que les conseils ainsi que l'OTEO accordent priorité à l'élaboration d'une politique commune quant au rôle des Conseils régionaux.

En plus d'une liaison étroite, il en a résulté un alignement des activités des Conseils sur l'exercice financier de l'Office, ce qui facilitera le processus de liaison. On prévoit que les conseils structureront leurs activités officielles autour de quatre réunions trimestrielles et qu'un rapport sur leurs activités coïncidera avec ces mêmes réunions. Le dialogue se poursuivra et on espère obtenir des résultats importants dans toute la province.

C'est, sans aucun doute, le problème de l'expansion des services qui a été pour les Conseils régionaux le principal sujet de discussions au cours de l'exercice financier qui vient de s'écouler. C'est un sujet qui soulève beaucoup de controverses et d'émotions, surtout dans les régions nord et est de la province. Tous les conseils ont compris que l'OTEO a dû acquérir sans tarder les fréquences UHF dans la région du sud-ouest de l'Ontario puisque dans un an ou deux il n'y aura plus de fréquences disponibles à cause de la concurrence entre la télédiffusion canadienne et américaine dans ce domaine. De l'avis de tous, cela a permis de faire un grand pas en avant.

Toutefois, lorsque le Conseil de la radio-télévision canadienne a accordé des permis de radio-télédiffusion à l'OTEO pour Ottawa, Kitchener, London, Chatham et Windsor par l'intermédiaire du canal 19 à Toronto, la décision invitait à tenter de suivre l'orientation suivante:

1. Les conseils des régions nord-ouest, nord-est et est doivent redoubler d'efforts et mettre sur pied un programme qui permette la réception des émissions de l'OTEO dans les régions qui n'en bénéficient pas actuellement.
2. Les conseils des régions nord-ouest et est, de l'OTEO surtout, font pression pour l'amélioration de la programmation de l'OTEO distribuée par les compagnies de cablodiffusion. En conséquence, et après une étude et une évaluation sérieuse, un programme spécial de bandes vidéo fut conçu spécialement pour la cablodiffusion à l'automne 1974.

Chaque Conseil avait été chargé de convoquer des réunions publiques à différents endroits de leur région et c'est ce que chacun fit. Dans la région du centre-sud, plusieurs séances publiques furent tenues avec des invités représentant des intérêts divers. Dans le sud-ouest, on organisa une série de réunion pour engager le dialogue et porter à la connaissance de divers groupements les implications du projet d'expansion du réseau.



## Internal Relations

At the beginning of March, 1974, the OECA's corporate secretariat was re-established as the Internal Relations section, providing support and co-ordination services for internal committees and task forces. It prepared and disseminated reports on discussions and recommendations by these groups, co-ordinated preparation of the annual Estimates submission to the Legislature and preparation of the OECA's Multi-Year Plan.

## Contracts and Agreements

This branch was enlarged in responsibility and staff. A Contracts Control Officer was hired to ensure that all content elements of all programs are cleared for copyright and residuals requirements, for the specific areas in which they are to be broadcast or marketed: Ontario, other provinces of Canada, the United States or other countries of the world. A certificate of clearance is issued for each program.

Negotiations were concluded with two major unions in the communications industry, which involved four sets of negotiations. Contracts were signed with the Association of Artists and Educators (AAE) for the services of performers, educators and writers; and with the National Association of Broadcast Employees and Technicians (NABET) for staff personnel in technical, administrative and clerical positions. A second agreement with NABET initiated formal relationships with freelance technical personnel.

## Industrial Services

This branch was established to include marketing outside Ontario, the Videotape Program Service (VIPS), which concentrates on service to Ontario only; and the acquisitions section, which buys complete programs and films from other agencies in the province, across Canada and throughout the world. A stock shot unit negotiates prices and purchases for programming from a number of agencies.

## Marketing

In its second full year of operation, ended March 31, 1974, Marketing had sold nearly 900 OECA programs in the United States alone, an increase of 300% over first-year sales. Initial but significant sales were also made to the Alberta and Quebec provincial authorities for educational television.

First sales to the CBC were concluded for three one-hour programs in the True North series, and were broadcast nationally on the CBC English network.

OECA programs were exhibited at the Cannes international festival to explore market potential in the U.K. and in Europe; and at the annual conference of the National Association of Educational Broadcasters in New Orleans, to make ETV networks and stations in the United States more aware of the quality of OECA productions. In both cases, OECA programs received wide acclaim.

#### Acquisitions

The OECA acquired 1,145 programs, stock footage and other content elements from production agencies, private distributors and production houses in Ontario, across Canada and throughout the world.

Outstanding among acquisitions were a 52-part BBC series, "A Family At War," which the OECA acquired through an Ontario distributor with first release rights for Canada; a 13-part BBC series, "The Ascent of Man," and the five-part series, "Jane Eyre." In addition, the equivalent of 43 half-hour programs were acquired for VIPS distribution only.

Of the 1,145 programs acquired, at a total cost of \$656,400, the OECA bought 745 programs totalling 22,581 minutes of programming from Canadian producers, distributors and suppliers for a total of \$569,250. Three-quarters of Canadian purchases were from Ontario-based suppliers.

#### VIPS

The Videotape Program Service is responsible for non-broadcast distribution of the Authority's programs throughout Ontario for educational purposes.

This fiscal year 1,600 programs were added to the VIPS catalogues, making a total of 3,000 programs available to 1,300 educational and non-profit quasi-educational institutions throughout Ontario. All programs were supplied on video cassette, cartridge or reel-to-reel format, and on half-inch or three-quarter colour tape, according to the equipment available to the user. In addition, VIPS accepted responsibility for distribution of 600 Ontario Educational Radio Broadcasts, previously handled by the Ministry of Education.

Video sales increased by 241% over the previous fiscal year to a total of 9,000 programs, provided at nominal cost.

VIPS field officers assisted at media workshops provided by the OECA's Utilization section, organized preview sessions of OECA programs with audio-visual co-ordinators or A/V designates of school boards throughout Ontario; with media directors of Ontario community colleges and universities; and with directors and media representatives of regional library systems.

On a day-to-day basis, field staff provided educational media officers with information on new programs and developed a growing feedback system on the needs and wants at various levels of education. The emphasis was on personal and efficient service to all users of programs.

## RESEARCH AND PLANNING

In keeping with instructions from the Board of Directors, Research and Planning was established as a separate division, with a director reporting to the Chief Executive Officer, to undertake a wider mandate and to give it independence from the activities of other divisions.

Primary objectives of the division are to direct and co-ordinate research and evaluation of OECA projects, to propose and carry out developmental research projects, to background and research policy proposals; and, beyond budgeted periods, to direct and co-ordinate long-range planning and strategies.

Activities are grouped in four main areas: planning, project research, audience research, and development.

### Planning

A long-range Planning Committee was formed and held its first meeting in the fourth quarter. It has an advisory role to the Board and reports through the Chairman. Research and Planning provides secretariat services to the committee as well as developmental research and background information as requested.

The Planning Committee represents a wide range of interests and experience in education and communications: Louis Applebaum, executive director of the Ontario Arts Council, Toronto; Margaret Averill, special education teacher and a member of the Northwestern Regional Council, Marathon; J. K. Crossley, director of teacher education and certification, Ministry of Education, Toronto; Dr. Roby Kidd, professor of comparative studies, the Ontario Institute for Studies in Education (OISE), Toronto; Brother Maurice Lapointe, distinguished educator and a member of the OECA Board of Directors, Ottawa; Barbara Mather, head of guidance, Nickel District High School, Falconbridge; Alex McCallion, editor of "Steel Shots," United Steel Workers, Hamilton; Harry Pilkington, vice-president, Bell Canada, Toronto; Walter Pitman, dean of arts and science, Trent University, Peterborough; G. E. Gordon Sharwood, chairman and chief executive officer, Guaranty Trust Company of Canada, Toronto; Dr. Antoine D'Iorio, dean, faculty of science, University of Ottawa; Ruth Vernon, project officer, the OECA, Toronto; and C. H. Williams, general manager, corporate division, the OECA, Toronto.

The Planning Committee meets quarterly to advise the Board on developing needs in education, new technology in communications, trends and attitudes in finance and private business sectors, and to propose directions and objectives for the OECA beyond currently budgeted periods.

Research and Planning also supervises and co-ordinates planning studies for the OECA staff for currently budgeted periods, as well as periodic evaluation of the OECA's goals and objectives.

### Project Research

This section formulated and carried out research to evaluate achievement of educational objectives within a given budget and time-lines.

Evaluation studies were completed on four production series, undertaken on a further five, and exploratory studies begun on high school science teachers' needs in media support at the intermediate level.

Evaluation was completed on: "Arts 100: Communications," a co-operative project with the University of Waterloo, to assess the appeal and effectiveness of the series for students and adult viewers. "Ryerson Developmental Psychology," a media-based course offered by Ryerson Open College; "National Mulch," a TV series on nutrition for teenagers; and the first three programs in the series "With Fred and Harry" provided research information for the production unit in development of additional programs.

Dr. W. G. Fleming, professor of education at OISE and the University of Toronto, was commissioned to evaluate four production series: "The World of B. J. Vibes," focusing on musical rhythms and their relationships; "World Religions," a comparative study; "Almost Home," a teenager's exploration of Ontario; and "Episodes and Issues in Canadian History." The first two series, along with a number of others, sold widely in the United States to ETV networks and stations.

Dr. Fleming also began exploratory studies with science teachers at the secondary intermediate level.

Staff of the Project Research section developed close working relationships with production units in the before-and-after evaluation of various series and special projects.

### Audience Research

The aim of this section is to research and evaluate the reception and utilization of OECA programs and support materials, in school and by adult, prime-time viewers. In-school surveys showed significant increase in the use of OECA materials. More than 95% of schools reported owning TV receivers, of which more than 97% reported owning at least black-and-white sets and a rapidly growing number owning or planning to buy colour sets. Video recording equipment, for off-air taping, and video playback equipment for cartridge or cassette increased on a proportional basis.



Of secondary schools across Ontario, 85% reported owning videotape recording facilities (VTR), while 21% of elementary schools reported owning VTR equipment. However, it should be said that elementary schools are presently more able to accommodate broadcast reception in their timetables.

In the area of adult prime-time viewers, the staff provided continuing analyses of audience surveys commissioned from independent agencies: the BBM Bureau of Measurement, the A.C. Neilsen Company of Canada Ltd. and several other opinion and market research agencies in Toronto. The first two firms specialize in standardized broadcast audience measurement for private and public broadcasters; the other firms were employed primarily for telephone surveys of selected programs within the Channel 19 viewing area.

Audience surveys from these sources showed significant growth of the number of viewers of OECA programs. The BBM survey for March 1974, for the channel 19 area alone, showed approximately 400,000 unduplicated viewers per week an increase of about 125,000 viewers compared with the survey of March, 1973.

In an attempt to develop an efficient feedback system with in-school and adult audiences, the Audience Research section began the development of special monitoring systems, recruiting a group of "associated schools" as well as home-viewers, enabling OECA programs to be continuously and systematically evaluated.

#### Developmental Research

Six particular projects were among those undertaken by the staff of this section: "Project Dataset," "Operation Index," "Project Access," "Learning for Change," "Northeastern Pilot Study" and the OECA conference on the Conserver Society, based on the Club of Rome Report, exploring, in particular, alternative futures for society and the roles media can perform in helping society decide its future alternatives.

The field is an exciting area of research. "Project Dataset" catalogued information according to subject, by whole programs or parts of programs, so that video program users can retrieve all information available on a given subject.

"Operation Index" is the next step: Development and production of a computerized data bank of programming by subjects, so that a student of any age can call for all available materials from other agencies.

"Project Access" is related to Index and was, in fact, a feasibility study on development of an information storage and retrieval system encompassing all OECA learning materials for whatever age or learning ability.

Learning for Change was a study in how best to help Ontarians to cope - with inflation and economics generally, with family pressures, and with adjustment to change in many areas of modern society.

The Northeastern Regional Council project was a survey of the availability of educational media communications resources and related needs within the region. Recommendations have gone forward for programming and other assistance in the new fiscal year.

The Conserver Society Conference, as set out in the Chairman's statement, was proposed, planned and evaluated by the Research and Planning Division. A pilot project to follow up the implications, with futures specialists of Club of Rome renown, was organized to plan and produce programming in the new fiscal year.

## INFORMATION SERVICES

Activities centered largely on promotion of OECA programming, tours for adult and classroom groups, production of a graphics and design manual, pamphlets and brochures on OECA activities, and continuing assistance to regional councils.

In the fourth quarter, Information Services was established as a separate unit with an acting director to serve while a director was selected from more than 100 applicants. The mandate was widened to include the full range of public relations services, including advertising and promotion, the director to report to the Chief Executive Office and be a member of the Executive Committee.

Major campaigns were mounted to establish the on-air "look" of Channel 19, to support summer scheduling, the autumn launch of new programs, Christmas specials and projects such as "Ontario: Our Science Lab." Each campaign involved development of an information kit, advance screenings for media critics or education writers, news releases, photographs, advertising in television guides, on radio, and on public transit, and close cross-divisional liaison and co-ordination.

Advertising and a series of articles on activities of the OECA were placed in professional and trade magazines in Ontario in support of the Videotape Program Service, and in the United States in support of Marketing. A news story on the OECA pilot project with Chinguacousy Library was widely published in Canada, the U.S. and Britain, and brought many inquiries for further information.

Information officers travelled throughout the province to assist regional councils in arranging interviews with the news media at the time of council meetings, and to prepare news releases on decisions and recommendations of the councils.

OECA identification and a special telephone number for program information were established in the Yellow Pages directories throughout the Channel 19 viewing area.

Preliminary work was also begun with the Network Implementation Project team in planning the public relations aspects of the extension of service.

AWARDS RECEIVED BY OECA PROGRAMS

1973 AWARDS

OHIO STATE AWARDS

ART AND ENVIRONMENT

Category: Teacher Education

ATLANTA AWARDS

PROPHECY

Producer: Robert Gardner

Category: Best Television Special

AWARD: GOLD MEDAL

TRUE NORTH - THE MYTH

Producers: Bob Ennis, Don Thompson, Jim Hanley

Category: Film Documentary

AWARD: SILVER PRIZE

9TH CHICAGO FILM FESTIVAL

HINDUISM (World Religion Series)

Producer: John Labow

AWARD: SILVER HUGO

POLKA DOT DOOR - ANIMAL DAY

Producer: David Moore

AWARD: CERTIFICATE OF MERIT

1973 AWARDS

OHIO STATE AWARDS

WORDS ARE WILD BIRDS (Almost Home Series)

Producer: Wally Longul

Educational  
Supervisor: Don Torney

THE FAIR OF ROME FILM FESTIVAL

MAN BUILDS - MAN DESTROYS Power To The People  
Flow Gently  
Under New Management  
Six Fathoms Deep  
The Air We Breathe  
Striking A Balance  
The Vanishing Breed  
Nor Any Drop To Drink  
Living Off The Land

Co-production: OECA and United Nation Television

AWARD: SPECIAL GOLD MEDAL

AWARD: DIPLOMA OF HONOUR (Six Fathoms Deep)

FIRST INTERNATIONAL FILM FESTIVAL ON THE HUMAN ENVIRONMENTS, MONTREAL

MAN BUILDS - MAN DESTROYS Only One Earth  
Power To The People  
Scars On The Surface  
All The Fish In The Sea  
Striking A Balance

Co-production: OECA and United Nation Television

AWARD: AWARD OF MERIT



1974 AWARDS

20TH WEST GERMAN SHORT FILM FESTIVAL, OBERHAUSEN

THE SINGER with Roy Payne

Producer: Jim Hanley

AWARD: PRIX DU COLLABORATEUR DE FESTIVAL

FAIR OF ROME FILM FESTIVAL

MAN BUILDS - MAN DESTROYS

Producer: United Nation Television and OECA

AWARD: Three programs awarded SILVER CUP

AWARD: Nor Any Drop To Drink SPECIAL AWARD

AMERICAN FILM FESTIVAL

TO GROW OR NOT TO GROW

Producer: Lew Auerbach

AWARD: AWARD OF MERIT

ATLANTA INTERNATIONAL FILM FESTIVAL

WOMEN: EXPLORATIONS IN SHAW

Producer: Leo Orenstein

Director: Frances Chapman

Educational  
Supervisor: Philip Nixon

Category: Educational Television

AWARD: BRONZE MEDAL

1974 AWARDS

MELBOURNE FILM FESTIVAL, AUSTRALIA

SHAW AND THEATRE (EXPLORATIONS IN SHAW)

Producer: Leo Orenstein  
Educational  
Supervisor: Philip Nixon  
Category: Short Film  
AWARD: AWARD OF MERIT

NATIONAL ACADEMY OF TELEVISION ARTS AND SCIENCES

INSIDE/OUT Series

Producer: Carol Armstrong  
Co-production: OECA and National Institutional Television Centre  
Category: Children Series  
AWARD: EMMY AWARD

## APPENDIX

### Board of Directors

T. R. Ide  
Chairman

Mr. Maurice Lapointe  
Ottawa

E. J. Brisbois  
Toronto - Vice-Chairman

C. R. MacLeod  
Windsor

Mrs. J.J. Aceti  
Sudbury

H. I. Macdonald  
Toronto

J. K. Crossley  
Toronto

Dr. B. C. Matthews  
Kitchener/Waterloo

Jack Dennett  
Toronto

J. D. McCullough  
Toronto

Ian J. Fife  
Toronto

J. M. Porter  
Oakville

S. B. Handleman, M.P.P.  
Ottawa

(Resigned early March 1974, upon his  
appointment as Minister of Housing)

REGIONAL COUNCIL MEMBERS, 1974/75

Eastern Ontario

David W. Bartlett, Manotick  
Mrs. Betty Butterill, Ottawa  
Edward Clow, Brockville  
John Cousineau, Ottawa  
Art Gallagher, Pembroke  
O. E. Keene, Brockville  
Beverly Lazier, Kingston  
Dr. Wilbrod LeClerc, Ottawa

Suzanne Levesque, Cornwall  
Reginald Loader, Belleville  
Joan MacLeod, Ottawa  
Frank Murray, Belleville  
Donald A. Simpson, Pembroke  
James Whiting, Kingston  
John C. Whyte, Cornwall

Recording Secretary: Sheila Birbeck, Maitland

The Executive:

Chairman: Reginald Loader  
Vice-Chairman: O.E. (Cato) Keene  
Secretary-Treasurer: Frank Murray

Southwestern Ontario

Rev. Harry C. Benson, Point Edward  
James Coyne, Wiarton  
Samuel Dragich, Windsor  
Anne Griffith, Chatham  
Earl Knickerbocker, London  
Ian MacPhail, Simcoe  
Hugh McIntyre, London

Barbara J. Menear, London  
Doris Milne, Kincardine  
Ruth Phripp, St. Clements  
Geraldine Robinson, Flesherton  
Zoli Veres, Windsor  
Douglas L. Waterston, Guelph  
Margaret Webster, Teeswater

Recording Secretary: Mrs. Ruth Phripp

The Executive:

Chairman: Zoli Veres  
Vice-Chairman: Douglas Waterston  
Secretary-Treasurer: Ruth Phripp

### Southcentral Ontario

Archie Bell, Oshawa  
Jean-Jacques Fleury, Welland  
Donald W. Ford, Barrie  
Pierre Gravel, Willowdale  
Dr. Wilson Head, Downsview  
Margaret E. Hopwood, Barrie  
Jean Hunt, St. Catharines  
Norden Lazarus, Toronto

Janet Macdonald, Willowdale  
Judith Major, Toronto  
Jo Nevett, Peterborough  
Fiona Nelson, Toronto  
Anne Scotton, Downsview  
J. J. Shortall  
Pauline Weber, Burlington

Recording Secretary: Kim Dutfield, Palgrave

### The Executive:

Chairman: Donald Ford

Vice-Chairman: James Shortall

Secretary-Treasurer: Jean Hunt

### Northeastern Ontario

Mrs. A. Branscombe, Timmins  
Keith E. Brenne, North Bay  
Ken Cargill, Port Carling  
Marcel Leveille, New Liskeard  
Dean McCubbin, North Bay  
Fred McLeod, Sturgeon Falls  
Maurice Menard, Elliot Lake  
Mrs. Valentine Paquette, Sudbury

Dick Rivard, Kirkland Lake  
Paul Sauve, Sudbury  
Raymond A. Smith, Parry Sound  
Sister Sheila Ann Spooner, North Bay  
William Struk, Sault Ste. Marie  
Jack Wells, Sudbury  
E. A. Yule, Sault Ste. Marie

Recording Secretary: Suzanne Bertrand, Sudbury

### The Executive:

Chairman: Dean McCubbin

Vice-Chairman: Andy Yule

Secretary-Treasurer: Paul Sauve



Northwestern Ontario

Mary Autio, Manitowadge  
Margaret Averill, Marathon  
Beckie Barber, Thunder Bay  
Robert Bourre, Dryden

Ernest Buchan, Fort Frances  
William Clark, Longlac  
Marguerite Dodds, Ignace  
C. J. Eccles, Thunder Bay

Recording Secretary: Mrs. Chris Moss, Thunder Bay

The Executive:

Chairman: Margaret Averill  
Vice-Chairman: Beckie Barber  
Secretary-Treasurer: Ernie Buchan











Lacking 1974-75; 1975-76



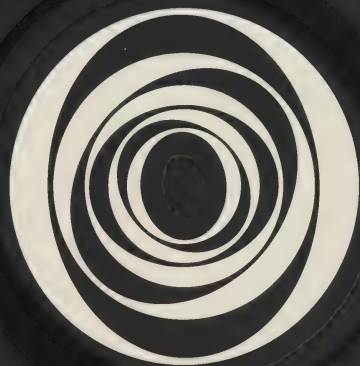
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Authority

Annual Report  
1976/77

l'Office de la  
télécommunication  
éducative  
de l'Ontario

Rapport Annuel  
1976/77



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August 15, 1977

Toronto, le 15 août 1977

The Honourable Robert Welch, Q.C.,  
Minister of Culture & Recreation,  
Queen's Park,  
Toronto, Ontario

Monsieur Robert Welch, C.R.  
Ministre de la Culture et des Loisirs  
Queen's Park  
Toronto, Ontario

Dear Sir:

In accordance with the provision of Section 12(1) of the Act to Establish The Ontario Educational Communications Authority, I submit herewith the sixth Annual Report of The Ontario Educational Communications Authority for the year ended March 31, 1977.

Monsieur le Ministre,

Conformément à la clause de la section 12, alinéa (1) de la loi créant l'Office de la télécommunication éducative de l'Ontario, je vous présente le sixième rapport annuel de l'Office de la télécommunication éducative de l'Ontario pour l'année financière se terminant le 31 mars 1977.

Yours very truly,

Le Président

A handwritten signature in dark ink, appearing to be "T.R. Ide", written over a horizontal line.

T.R. Ide  
Chairman

A handwritten signature in dark ink, appearing to be "T.R. Ide", written over a horizontal line.

T.R. Ide





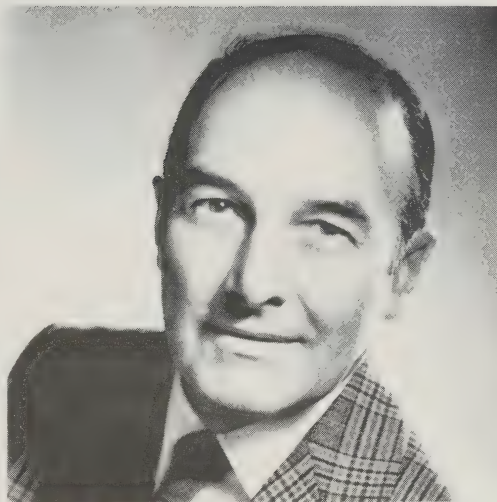
## THE CHAIRMAN'S STATEMENT

In its sixth year of operation The Ontario Educational Communications Authority found itself in an interesting stage of development. The popularity of its programs had never been greater. For the first time in its history, more than a million different viewers in a given week watched its broadcast network, TVOntario. The demand for extension of service, particularly in Northern Ontario and the Counties of Grey and Bruce, increased dramatically. School board officials increased their demands for quality and service from the Videotape Program Service (VIPS) of the Authority. Organizations such as the Ontario Advisory Council on the Status of Women, the Ontario Advisory Council on Multiculturalism and the OECA's own Advisory Council on Francophone Affairs stressed the need for more programs to reflect the special requirements and interests of the groups they represented. Educators raised their voices in support of the need for greater efforts on our part in support of the training and professional development of teachers. Yet, at the same time, the economic situation in which the province found itself demanded constraints on public spending.

The Board of Directors thus found itself facing a serious dilemma. How was it to meet these demands for more and better service and at the same time act responsibly in its requests for financial grants from the government? In this sense it was not an easy year for decision makers. Nevertheless, it was one in which the budget was balanced, substantial progress was achieved and much was accomplished in a variety of the areas of the Authority's responsibilities.

### Extension of Service

With the launching of Channel 59 Chatham, Channel 32 Windsor, Channel 28 Paris-Kitchener and Channel 18 London just a few months after Channel 24 Ottawa first went on the air, we



began our broadcast season in September for the first time as a full-fledged network. In one year we had gone from Channel 19 Toronto to a network with six transmitters broadcasting more than sixteen hours a day.

We knew, of course, that further expansion was coming. Austerity measures had delayed the introduction of our broadcast service to the north, and that had been a major disappointment to the people there in 1975-76. But through negotiations with Bell Canada and private cable companies we were able to arrange, as an interim measure, to bring our programming to northern cable subscri-

bers via microwave links. By December, TVOntario was being carried on cable in Sudbury and Timmins. Similar service to North Bay, Thunder Bay, Sturgeon Falls, Smooth Rock Falls, New Liskeard and Cochrane quickly followed.

We were gratified that our programming in these communities also provided a much-needed service to large numbers of French-speaking Ontarians. The OECA, the world's largest producer of French-language programs for schools, broadcasts approximately 17 per cent of its schedule in French.

Increased resources were also allocated to improve the quality of a cable package by which the OECA provides five hours of programming daily to a group of relatively remote Ontario towns and cities that are not within the range of either the broadcast signal or the microwave links.

We recognized, of course, that cable service is not available to residents of rural areas or to those unable to afford the monthly fees charged to subscribers. We were particularly pleased, therefore, to hear from the Minister of Culture and Recreation, the Honourable Robert Welch, that the government had approved the necessary funds to build OECA transmitters in Sud-

bury and Thunder Bay. While Channels 19 and 9, in Sudbury and Thunder Bay respectively, will not be on the air until 1978, we are now assured that the broadcast service of TVOntario to Northern Ontario, so long a priority of the Authority, will become a reality.

### Programming

The past year was one in which Canada found itself facing a critical period of adjustment in its development as a nation. The Quebec independence issue presented a challenge to all media in Canada. We believe that the Authority can be particularly proud of the ways in which it has met and is meeting that challenge.

A three-part series on *The Government We Deserve* was considered by many to be an extremely clear exposition of the historical factors behind the independence movement. Two ninety-minute specials in the new current event series *Issues* added further clarification and understanding of the situation. Of particular interest was the program *Quebec Thaw*, because it helped convey a dramatic message about Confederation not only to Ontario viewers but to

those in Quebec as well. This was accomplished with the assistance and co-operation of Radio-Québec, the OECA's counterpart in that province.

The association with Radio-Québec was an outgrowth of our relationship with that organization and ACCESS — the educational communications corporation in Alberta. The three provincial agencies some years ago combined to form the Agency for Tele-Education in Canada (ATEC) in order to promote co-operation on program production and acquisition. This past year, for example, all three organizations collaborated in producing a major television series, *In the Shadow of Liberty*, which examined the problems associated with living next to a large and powerful nation. The advantages of such co-operative efforts are substantial, not only in financial terms, but also in the value of the shared experiences to the staff members involved.

Another co-production worthy of note, again in the new *Issues* series, involved a live hook-up with Channel 17, the public broadcasting station in Buffalo, New York. This particular program, which dealt with Canada-U.S. relations and included a lively two-way debate of the issues by both American and Canadian experts, was shown not only in the Province of Ontario and New York State, but also widely throughout the United States by various state educational television networks.

Other co-production ventures completed during the year included John Kenneth Galbraith's *The Age of Uncertainty*, in co-operation with the BBC, the CBC and KCET in Los Angeles; *Classics Dark and Dangerous*, an anthology of dramatized famous short stories, with Highgate Associates of Bermuda and the CBC; *Measure-Metric* with the Agency for Instructional Television in the United States and a 30-part instructional series based on the Olympic Games, with the assistance of the Comité organisateur des Jeux olympiques (COJO), the CBC and our ATEC partners.

Meanwhile, old favourites on TVOntario continued to be among our



most popular programs — *The Education of Mike McManus*, *Ontario Scene*, *Magic Shadows* and *Globe Theatre*. The OECA continues to offer what we believe is the best in children's programming with shows such as *Sesame Street*, *The Saturday Morning Supershow* and *Polka Dot Door*. The latter, incidentally, attracts as much as a 50 per cent share of the available audience during the time period in which it is shown.

Last year we were particularly pleased by the success of *Readalong*, a series designed to aid classroom instruction for beginning readers. Approximately five thousand primary school teachers throughout the province used the series, and this encouraged us to develop two sequels — *Readalong II* and *Readalong III*. Also in production is another series entitled *Math Patrol*, designed to provide similar support for the teaching of primary mathematics.





The OECA's role in serving Ontario colleges and universities was both clarified and expanded as we worked with faculty representatives to develop and identify programs that could be used as the bases of courses, both for credit and non-credit students. *Planet of Man* was expanded to a credit course for first-year students in earth sciences, with the co-operation of Laurentian University. The Kenneth Clark series *Civilisation* became part of a course in the humanities at the University of Waterloo. Several other series, such as *The Prisoner*, *The Organisation* and *Helping Children Grow*, were used in courses offered by several Colleges of Applied Arts and Technology throughout the province.

French-language programming took some new directions this year with the introduction of *Pile et Face*, an educational talk show, major specials such as *L'histoire de la Chine de Mao* and a number of instructional programs acquired from Radio-Québec. The high quality of *Ciné TVO* was continued, and the series attracted an increasing number of English-speaking viewers.

The involvement of those who wish to learn has always been the major objective of the OECA. This year we felt we made further progress in encouraging the kind of response and participation that goes far beyond watching a television screen. The phone-in section of *Speaking Out*, a weekly series on educational issues, was almost too successful, in that the hundreds of calls received each Monday night consistently overloaded the switchboard and posed problems for the telephone company. When we repeated the geological field trips in connection with the *Planet of Man* series, hundreds of viewers filled the buses in six localities. To accompany the British-produced series *The Prisoner*, the Authority published a special viewer's guide, *The Prisoner Puzzle*. The guide had to be scheduled for a second printing when the

series had been on the air for only a few weeks.

#### Administration and Planning

Medium and long-range planning has been fundamental to the administrative process at the OECA. A planning committee was established a number of years ago to advise the Board on long-range objectives. It has made many useful recommendations, but none has had more positive results than that which led to the development of the process, now in use, that involves staff representatives, the Advisory Council on Francophone Affairs, Regional Councils, the Planning Committee and, of course, the Board itself, in the Authority's planning activities.

Integral to any such planning process and philosophy is the balancing of resources, both human and material, with the legitimate demands for the educational services of the Authority. A zero-based budgeting system was recommended and introduced. Our experience has been that it facilitates better planning, both in the setting of broad priorities and in the weaving of those priorities into the detailed planning of individual projects. The preparation time is considerably longer than that for traditional systems and, in fact, the annual budgeting process becomes virtually a year-round activity.

Some other administrative changes were made during the year. VIPS was integrated with the Educational Media Division, a central order service unit was created in the Operations Division, and all print activities were consolidated in the Information Services Branch. The internal auditor added a new service called a "performance audit", which goes beyond the traditional areas of financial control and is, in fact, an attempt to measure the effectiveness of any given branch or division of the Authority.

In all our activities one of the most important issues continues to

be a philosophy of growth to meet our mandate. We have consciously opted to be a relatively small organization. Even while our services have expanded we have managed to maintain the number of employees at just under four hundred for the past four years. We have accomplished this by adopting policies that place increasing reliance upon co-production, co-funding and commissioned production with outside agencies, both public and private. We try to determine when it is cost-effective to set up in-house services and when it is in the long-term interest to purchase these on an individual basis. The indications are that this approach works very well. It provides the OECA with a broad variety of talents and abilities while at the same time it gives skilled people the flexibility of employment that many are seeking in today's society.

### Other Activities

It is difficult in a relatively brief statement to cover all of the many OECA activities that took place during the year. The Research and Planning Division, for example, continued its outstanding work in both formative and summative research. *The Demand for Part-Time Learning in Ontario*, published a year earlier, continued to earn recognition as one of the most significant studies in its field. In Access Index, another pioneer project of the division, more than four thousand OECA programs have now been described and classified, and information about them is now accessible via a University of Toronto computer. *Readalong*, *Math Patrol* and *The Olympics* were a direct result of the very valuable research that was done before a single scene was shot. And, of course, the division continues to evaluate the extent and nature of the use being made of the various learning materials supplied by the Authority.

The other divisions have also been active. Operations was responsible not only for a variety of internal services, but also for the marketing of our programs in the other provinces of Canada, and in the United States. This year total sales were close to \$450,000, a new high for the OECA. Information Services was pleased with the success of the TVOntario insert. Previously published weekly in *The Globe and Mail*, it was extended this past year to *The Ottawa Journal*, and a substantial supply of additional copies was made available to many public libraries within the network coverage area. Research studies tell us that close to one hundred thousand persons in Toronto and Ottawa regularly read the publication. It is hoped that in 1977-78 the insert will be available in at least one more newspaper, in a third city, and will be available in an increased number of public libraries in the province.

The Corporate Division, in co-operation with the Operations Division, assumed the major responsibility for the work associated with the extension of service described earlier in this report. In addition, it has been heavily involved in the planning process, relations with the Canadian Radio-Television and Tele-

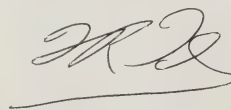
communications Commission and other broadcast organizations, liaison with the various government ministries through which we receive the majority of our funds, and the various contractual and legal questions involving the Authority.

### Conclusion

Among critical elements in the OECA's desire to be relevant are the Regional Councils which advise the OECA on matters of local and regional concern. It is always remarkable how much careful thought and how many hours of sheer hard work the volunteers on the Regional Councils, the Advisory Council on Francophone Affairs, and the Planning Committee are willing to devote to OECA concerns. We have been equally fortunate in the men and women who serve on our various consultative committees. The degree of their involvement and effort has always surpassed what is normally expected in these volunteer roles. Whatever it is about the OECA that generates this kind of support and enthusiasm, we are grateful for it. Without the benefit of the many points of view from such a broad cross-section of the Ontario population, the OECA would not be the organization that it is.

The same sense of commitment is also characteristic of the staff. Without their high sense of professionalism and creative talents the OECA would be a very ordinary organization. It has earned a deservedly high international reputation. Once again it has reaped an impressive number of awards at festivals, both at home and abroad. Honours were won by programs ranging from direct classroom instruction like *Readalong* to the musical documentaries *Life Machine* and *Mindscape*. Judy LaMarsh was given the Gordon Sinclair Award for Outspoken Opinions and Integrity in Broadcasting, for her performance on the series *The Government We Deserve*. Many of these awards were won in competition with general as well as educational broadcasters, which only goes to prove that educational television need not be dull, that it can engage as well as educate.

My colleagues on the Board of Directors have made their own particular contribution. They have given their time and very considerable abilities freely and frequently. They also believe in this enterprise, and the enterprise reflects the quality of their judgment and their leadership. Television is the most powerful medium of communication yet discovered. Education is communication. It is our responsibility to ensure that the medium is used constructively and effectively for the benefit of all members of our society.



T.R. Ide  
Chairman



# RAPPORT ANNUEL DU PRESIDENT

Après six ans d'exploitation, l'Office de la télécommunication éducative de l'Ontario en est arrivé à un stade intéressant de son évolution. La popularité de ses émissions a atteint un sommet sans précédent. Pour la première fois, depuis sa fondation, en une semaine donnée, au delà d'un million de téléspectateurs ont regardé TVOntario. La demande s'est faite particulièrement pressante pour l'extension du réseau, surtout dans le nord de l'Ontario, ainsi que dans les comtés de Grey et de Bruce. Des représentants de Conseils scolaires se sont montrés plus insistants pour obtenir davantage de qualité et de service de la part du Centre de distribution de bandes magnétoscopiques (VIPS). Des organismes tels que le Conseil consultatif des affaires francophones de l'OTEO, le Conseil ontarien du statut de la femme et le Conseil consultatif de l'Ontario sur le multiculturalisme ont insisté sur la nécessité d'une programmation qui reflète les besoins et les intérêts des groupes qu'ils représentent. Des éducateurs se sont fait entendre dans le but d'obtenir de nous un effort accru pour la formation et le perfectionnement des enseignants. D'autre part, toutes ces demandes coïncidaient avec une situation économique telle que la province se devait de limiter ses dépenses.

Le Conseil d'administration dut donc faire face à un véritable dilemme. Comment satisfaire à ces requêtes de services supplémentaires et de meilleure qualité tout en faisant preuve d'une administration responsable dans ses demandes de crédits auprès du gouvernement? Sous ce rapport, ceux à qui il incombait de prendre des décisions n'eurent pas la tâche facile. Quoi qu'il en soit, ce fut une année d'équilibre budgétaire et l'Office fit des progrès considérables et accomplit de nombreuses réalisations dans toute une série de domaines qui sont de sa compétence.

## Extension du réseau

Avec l'inauguration des canaux 59 à Chatham, 32 à Windsor,



28 à Paris-Kitchener et 18 à London, quelques mois après l'entrée en ondes du canal 24 à Ottawa, pour la première fois, nous entamions notre nouvelle saison, en septembre, en tant que réseau intégré. En un an, nous sommes passés du canal 19, à Toronto, à un réseau de six réémetteurs en ondes seize heures par jour.

Nous étions au courant, évidemment, que le réseau allait s'étendre encore davantage. Des mesures d'austérité nous avaient empêché d'atteindre le nord de la province, en 1975-1976, à la grande déception de la population locale. Mais grâce à des pourparlers entrepris avec

la compagnie Bell Canada et des compagnies privées de câble, nous fumes en mesure de trouver une solution temporaire et d'acheminer nos émissions vers le nord par le truchement de la télédistribution, via un réseau micro-ondes. Au cours du mois de décembre, TVOntario atteignait Sudbury et Timmins, en télédistribution. Peu après, en utilisant le même procédé, nous desservions North Bay, Thunder Bay, Sturgeon Falls, Smooth Rock Falls, New Liskeard et Cochrane.

Il nous fut agréable de constater que notre programmation, dans ces régions, répondait à un besoin vivement ressenti par de nombreux Franco-Ontariens. L'OTEO, le plus important centre de production d'émissions scolaires en langue française au monde, consacre environ dix-sept pour cent de sa grille-horaire aux émissions diffusées dans cette langue.

Des ressources accrues nous permirent d'améliorer la qualité d'une série d'émissions quotidiennes d'une durée de cinq heures, retransmises en télédistribution à un ensemble de villes et villages qui sont hors d'atteinte des émetteurs réguliers ou micro-ondes, de par leur situation plus ou moins éloignée dans la province. Ce service aura permis aux résidents de ces centres d'avoir un avant-goût de leur télévision éducative.

Evidemment, nous reconnaissons que la télédistribution n'est pas accessible aux gens des régions rurales, ni non plus à ceux qui ne peuvent se permettre les frais mensuels imposés aux abonnés. Nous étions donc d'autant plus heureux d'apprendre, par l'intermédiaire du ministre de la Culture et des Loisirs, monsieur Robert Welch, que le gouvernement avait voté les crédits nécessaires à la construction des réémetteurs de Sudbury et de Thunder Bay. Même si les canaux 19 et 9, à Sudbury et à Thunder Bay respectivement, ne seront pas en ondes avant 1978, nous avons quand même l'assurance que la diffusion des émissions de TVOntario vers le nord de l'Ontario, depuis si longtemps une priorité pour l'Office, deviendra une réalité.

### Programmation

Depuis l'an dernier, le Canada traverse une période critique dans son évolution en tant que nation. La question de l'indépendance du Québec constitue un défi pour tous les médias du Canada. L'Office, nous le croyons, est en droit de se sentir particulièrement fier de la façon avec laquelle il a entrepris et continue de relever ce défi.

Une émission à trois volets intitulée *The Government We Deserve*, de l'avis de plusieurs, a présenté une synthèse tout à fait claire des différents facteurs historiques sous-jacents au mouvement de l'indépendance. Deux émissions spéciales de quatre-vingt-dix minutes, dans la nouvelle série sur l'actualité, *Issues*, contribuèrent encore à clarifier et à mieux faire comprendre la situation. L'émission *Quebec Thaw* offrait un intérêt spécial en ceci qu'on y transmettait un message dramatique au sujet de la Confédération, et ce non seulement pour les téléspectateurs de l'Ontario mais également pour ceux du Québec. Ce projet fut réalisé avec l'aide et la coopération de Radio-Québec.

L'association à Radio-Québec découlait normalement des relations que nous entretenions avec cet organisme ainsi qu'avec ACCESS, la société de télévision éducative de l'Alberta. Les trois agences provinciales ont fondé une association, il y a quelques années, dans le but de promouvoir la coopération pour la

production et l'acquisition d'émissions: l'Agence de télé-éducation du Canada (ATEC).

Ainsi, l'an dernier, les trois organismes ont produit conjointement une série télévisée d'importance, *A L'ombre de Liberty*, laquelle traitait des problèmes posés par le voisinage d'une nation forte et puissante. Les avantages d'une telle coopération sont considérables, non seulement d'un point de vue financier, mais aussi en terme de partage d'expériences au niveau du personnel engagé dans ce genre d'entreprise.



Il faut encore mentionner cette émission en direct, dans la série *Issues*, produite conjointement avec le canal 17, le poste de télévision public de Buffalo, dans l'état de New-York. Cette coproduction traitait des relations canado-américaines et des experts des deux pays y ont débattu la question en faisant valoir leur point de vue d'une façon animée. On a diffusé cette émission non seulement dans la province de l'Ontario et dans l'état de New-York mais aussi un peu partout à travers les Etats-Unis grâce à différents réseaux de télévision éducative gouvernementale.

Au chapitre des autres coproductions réalisées au cours de l'année, il y a aussi *The Age of Uncertainty* de John Kenneth Galbraith, avec le concours de la BBC, de la Société Radio-Canada et du poste KCET de Los Angeles; *Classics Dark and Dangerous*, une anthologie d'histoires courtes célèbres transposées en dramatiques, avec la collaboration de la Highgates Association des Bermudes et de la Société Radio-Canada; *MeasureMetric*, avec la participation de l'Agence de la télévision éducative des Etats-Unis, et enfin une série d'information sur les Jeux olympiques, en trente épisodes, réalisée avec l'aide du Comité organisateur des Jeux olympiques (COJO), de la Société Radio-Canada et de nos partenaires de l'ATEC.

Entre-temps, les émissions préférées diffusées à l'antenne de TVOntario continuaient de jouir de la faveur du public: *The Education of Mike McManus*, *Ontario Scene*, *Magic Shadows*



et *Globe Theatre*. L'OTEO continue d'offrir les meilleures émissions pour enfants, nous osons le croire, avec des titres tels que *Sesame Street*, *The Saturday Morning Supershow* et *Polka Dot Door*. Cette dernière émission, soit dit en passant, attire jusqu'à cinquante pour cent des téléspectateurs possibles à l'heure où on la diffuse.

L'an dernier, nous étions particulièrement satisfaits du succès remporté par *Readalong*, une série conçue pour aider à l'apprentissage de la lecture en classe. Environ cinq mille enseignants du primaire à travers la province s'en sont servi, ce qui nous a encouragé à y donner une suite: *Readalong II* et *Readalong III*. On est aussi en train de produire une autre série intitulée *Math Patrol*, conçue aux mêmes fins pédagogiques, cette fois pour l'enseignement des mathématiques au niveau primaire.

Le rôle de l'OTEO auprès des collèges et universités de l'Ontario, tout en se précisant, a pris de l'ampleur à mesure que nous oeuvrions avec des membres de facultés pour mettre au point et définir des émissions susceptibles de constituer le fondement de cours, tant pour les étudiants désireux d'obtenir des crédits que pour les auditeurs libres. On a développé *Planet of Man* pour lui donner le statut d'un cours doté de crédits destiné aux étudiants de première année en géologie et environnement, et ce grâce à la coopération de l'université Laurentienne. A l'université de Waterloo, on a intégré à un cours d'humanités la série de Sir Kenneth Clark, *Civilisation*. Dans les collèges d'arts appliqués et de technologie, un peu partout à travers la province, à l'intérieur des cours, on a utilisé plusieurs autres séries, telles que *The Prisoner*, *The Organisation* et *Helping Children Grow*.

Quant à la programmation de langue française, on y a exploré de nouvelles avenues, cette année, en créant l'émission *Pile et Face*, laquelle consiste en une série d'entretiens avec des invités sur des sujets à valeur éducative, sans compter des émissions

spéciales de grand calibre comme *L'histoire de la Chine de Mao*, et plusieurs émissions scolaires obtenues de Radio-Québec. On a réussi à maintenir les standards de qualité qui ont fait la réputation de Ciné TVO et un nombre sans cesse croissant de téléspectateurs de langue anglaise s'y sont intéressés.

L'engagement de ceux qui sont désireux d'apprendre a toujours constitué pour l'OTEO un objectif de première importance. Cette année, nous avons conscience d'avoir accompli des progrès dans ce domaine en suscitant le genre de réponse et de participation incomparablement préférable à l'attitude du téléspectateur passif devant son écran de télévision. Ainsi, nous avons quasiment obtenu trop de succès en invitant les gens à nous téléphoner lors de la série hebdomadaire *Speaking Out* qui traite de sujets d'ordre éducatif. Les centaines d'appels reçus chaque lundi soir ont continuellement surchargé nos standards au point d'entraîner des inconvénients pour la compagnie de téléphone. Lorsque nous avons répété l'expérience des voyages d'exploration géologique en rapport avec la série *Planet of Man*, des centaines de téléspectateurs ont rempli les autobus dans six localités. Pour accompagner la série britannique *The Prisoner*, l'Office a publié un guide spécial à l'intention des téléspectateurs. La série était en ondes depuis quelques semaines seulement que déjà il fallait songer à une réimpression.

### Administration et planification

La planification, à moyen et à long terme, a toujours été perçue comme un élément fondamental de l'administration de l'OTEO. Un comité de planification fut créé il y a plusieurs années, lequel a pour fonction de soumettre des recommandations au Conseil d'administration sur les objectifs à long terme. Ce comité a fait plusieurs suggestions dont la plus utile eut comme effet de mener au système en usage maintenant, caractérisé par la participation de représentants du personnel, du Conseil consultatif des affaires francophones de l'OTEO, des Conseils régionaux,



du comité de planification et, évidemment, du Conseil d'administration même.

L'équilibre des ressources, à la fois humaines et matérielles, est partie intégrante d'une telle façon de planifier, en ne perdant pas de vue les demandes légitimes faites à l'Office pour les services éducatifs. Pour faire suite à une recommandation qui nous a été donnée, nous avons adopté un nouveau système d'établissement de budget à partir de zéro. Notre expérience nous a prouvé qu'un tel procédé favorise une meilleure planification, qu'il s'agisse d'établir des priorités en tant que telles, ou de les inscrire en filigrane dans la planification détaillée de projets concrets. De cette façon, le temps de préparation est sensiblement plus long qu'avec la méthode traditionnelle; de fait, la préparation du budget, en quelque sorte, s'échelonne sur toute l'année.

On a procédé à d'autres changements d'ordre administratif, au cours de l'année. Le Centre de distribution de bandes magnéto-scopiques (VIPS) fut intégré à la Division des média éducatifs, un service de commandes centralisé fut créé au sein de la Division des opérations et tout le matériel imprimé relève maintenant des Services d'information. Le vérificateur de la maison a ajouté une autre tâche à ses activités régulières. Il effectue ce qu'il est maintenant convenu d'appeler la vérification du rendement, en ce sens qu'en plus d'exercer le contrôle traditionnel de la comptabilité, en fait, il tente d'évaluer l'efficacité de tous les secteurs et divisions de l'Office.

Dans toutes nos activités, une des questions les plus importantes demeure celle de la politique de croissance qui nous permette de remplir notre mandat. De façon volontaire, nous avons opté pour le maintien d'un organisme relativement petit. Même si nos services ont pris de l'expansion, depuis quatre ans, nous avons réussi à garder le nombre de nos employés juste en deçà de quatre cent. Nous y sommes arrivés en mettant l'accent sur les coproductions, le cofinancement, et en confiant des productions à des agences de l'extérieur, tant publiques que privées. Nous essayons de voir, selon le cas, s'il est plus économique de mettre sur pied nos propres services ou de faire appel à des gens de l'extérieur avec des contrats à la pièce, lorsqu'il y va de notre intérêt à long terme. Nous avons tout lieu de croire que cette façon de faire donne les meilleurs résultats. L'OTEO est à même de choisir parmi une grande variété de talents et de spécialités, alors que les gens qualifiés apprécient cette souplesse d'emploi recherchée par un bon nombre dans notre société contemporaine.

#### **Autres activités**

Il n'est pas facile, dans un rapport relativement court, de faire état de toutes les activités qui ont eu lieu à l'OTEO au cours de l'année. La Division de la recherche et de la planification par exemple, a continué son travail exceptionnel en recherche sommativité et formative.

*The Demand for Part-Time Learning in Ontario*, publié un an plus tôt, est toujours considéré comme l'étude la plus importante dans le domaine. La Division a fait oeuvre de pionnier en répertoriant et en cataloguant plus de quatre mille émissions de l'OTEO, et grâce à *Access-Index*, on peut maintenant obtenir l'information pertinente à ces émissions par le truchement d'un ordinateur de l'université de Toronto. Par ailleurs, ce n'est qu'après avoir fait une recherche approfondie qu'on a commencé le tournage de *Readalong*, *Math Patrol* et *The Olympics*. Il va de soi, la Division continue de vérifier jusqu'à quel point et de quelle façon on utilise le matériel pédagogique fourni par l'Office.

Les autres divisions ne sont pas restées inactives. La Division des opérations, en plus de s'occuper de nombre de services internes, a organisé la mise en marché de nos émissions dans les autres provinces du Canada et aux Etats-Unis. Cette année, le total des ventes a atteint près de \$450,000, un sommet sans précédent pour l'OTEO. Les Services de l'information sont satisfaits du succès remporté par le supplément "TVOntario". Au début, le *Globe and Mail* l'a publié sous forme d'encart hebdomadaire, puis, cette année, le *Ottawa Journal* le publiait à son tour, et il a fallu en fournir plusieurs exemplaires additionnels aux nombreuses bibliothèques publiques situées dans le territoire desservi par le réseau. Des enquêtes nous ont montré que près de cent mille personnes, à Toronto et Ottawa, lisent régulièrement cette publication. Nous entretenons l'espoir qu'en 1977-1978, un troisième quotidien diffusera le supplément dans une autre ville, et qu'il sera disponible dans un plus grand nombre de bibliothèques à travers la province.

La Division des services généraux en collaboration avec la Division de l'exploitation est le maître d'oeuvre de l'extension des services relatée plus haut dans le rapport. En plus, cette division est intimement liée à la planification, se maintient en contact avec la Commission de la radio-télévision canadienne et avec d'autres organismes diffuseurs, sert d'agent de liaison entre les différents ministères du gouvernement qui nous fournissent la plupart de nos crédits et s'occupe des diverses questions contractuelles et juridiques auxquelles l'Office doit faire face.

#### **Conclusion**

Pour atteindre son objectif de répondre aux besoins de la population, l'OTEO compte beaucoup sur les cinq Conseils régionaux qui ont comme tâche d'aviser l'OTEO sur les questions d'intérêt local ou régional. Il faut souligner avec insistance l'effort de réflexion, les nombreuses heures de travail ardu consacrées aux préoccupations de l'OTEO par les volontaires qui font partie des Conseils régionaux, du Conseil consultatif des affaires francophones de l'OTEO et du Comité de planification. Nous avons également eu la chance d'avoir des hommes et des femmes de valeur pour faire partie de nos différents comités consultatifs. Leur participation et leurs efforts ont toujours

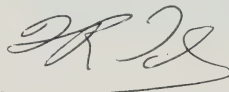
dépassé ce qu'il est communément permis d'attendre de ceux qui font du bénévolat. Quel que soit l'aspect de l'OTEO qui provoque chez eux ce genre d'appui et d'enthousiasme, nous leur en sommes reconnaissant. Sans l'apport de ces différents points de vue émanant d'un échantillonnage aussi varié de la population ontarienne, l'OTEO ne serait pas ce qu'il est.

On retrouve le même empressement au sein du personnel. Sans leur conscience professionnelle aigüe et leur esprit créateur, l'OTEO serait un organisme tout à fait ordinaire. L'Office s'est acquis une réputation bien méritée à l'échelle internationale. Une fois de plus, il a raflé un nombre impressionnant de prix à des festivals, tant au pays qu'à l'étranger (19). Les émissions couronnées allaient du matériel pédagogique conçu à des fins didactiques comme *Readalong*, jusqu'à des documentaires musicaux comme *Life Machine* et *Mindscape*. Judy LaMarsh s'est vu décerner le "Gordon Sinclair award" destiné à récompenser l'intégrité et le franc-parler en ondes, pour sa façon d'animer la série *The Government We Deserve*. Ces prix ont été remportés lors de concours où s'affrontaient les diffuseurs, tant

généraux qu'éducatifs, ce qui prouve que la télévision éducative n'est pas nécessairement ennuyeuse et qu'elle peut captiver tout en éduquant.

Mes collègues de Conseil d'administration ont ajouté leur contribution personnelle. Ils n'ont ménagé ni leur temps ni leurs nombreux talents, et ce de façon fréquente et gratuite. Ils ont foi en cette entreprise, et l'entreprise reflète la qualité de leur jugement et de leur direction. La télévision est le médium le plus puissant jamais inventé. L'éducation est la communication. Il est de notre responsabilité de faire en sorte que le médium soit utilisé de façon constructive et efficace pour le plus grand profit de tous les membres de notre société.

Le Président



T.R. Ide



# PROGRAM AWARDS

## PALMARES

### **Ekofest, Czechoslovakia**

First prize for

**Man Builds, Man**

**Destroys: The Numbers Game**

Co-production: OECA/  
United Nations Television

Second prize for

**Man Builds, Man**

**Destroys: Waste Not**

Co-production: OECA/  
United Nations Television

### **American Film Festival,**

New York City

Red Ribbon Award for

**Youth Under the Influence:**

**It's Not the Going Up that**

**Hurts, It's the Coming**

**Down**

Co-production: OECA/  
Hobel-Leiterman, Inc.

### **24th Annual Columbus**

**Film Festival, Ohio**

Chris Bronze Plaque —  
Education, for

**The Planet of Man: The Jigsaw Fit**

Producer: Penny Crompton

Chris Bronze Plaque — Art  
and Culture, for

**Explorations in the Novel:**  
**Huckleberry Finn**

Producer: Philip Nixon

Chris Bronze Plaque —  
Social Studies, for

**Africa File: The Algerian Sahara**

Producer: Karl Parent

### **Virgin Islands**

**International Film Festival,**

St. Thomas

Gold Award — Network

Educational Television, for

**Explorations in the Novel:**

**The Edible Woman**

Producer: Jim Hanley

Bronze Award — Education,  
for

**Requiem for Literacy?**

Producer: Gladys Richards

### **Catholic Association of**

**Broadcasters, Ft.**

Lauderdale

Gabriel Award for

Excellence in Broadcasting

— Informational Programs,

for

**The Camera and the Song:**

**Native North American**

**Child**

Producer: Don Thompson

### **Hollywood Festival of**

**World Television**

Special Award for

**The Camera and the Song:**

**Life Machine**

Producer: Jim Hanley

### **13th International**

**Educational Film Festival,**

Teheran

Merit Award — Classroom

Films, for

**Dimensions in Science:**

**Elements for Change**

Producer: Al Brown

### **Conseil pour le**

**développement du français**

**en Louisiane (CODOFIL),**

Lafayette

Mention honorable pour

**Canadiens, Canailles,**

**Canayens: Le territoire se**

**referme**

Réalisateur: Harry Fischbach

### **Festival international du**

**film de Monte-Carlo**

Diploma of Honour, Special

Mention — Children's

Programs, for

**Stories Around the World:**

**That's My Name, Don't**

**Wear It Out**

Producer: Don Thompson

### **11th Annual Hemisfilm**

**International Film Festival,**

San Antonio

Bronze Medallion — Best

30-minute Film, for

**The Camera and the Song:**

**Mindscape**

Producer: Don Thompson

### **Ohio State University**

**Telecommunications**

**Center Awards, Columbus**

Ohio State Award —

Performing Arts and

Humanities, for

**The Camera and the Song:**

**Mindscape**

Producer: Don Thompson

Ohio State Award — Radio,

Performing Arts and

Humanities, for

**Explorations in the Novel:**

**James Joyce**

Project Officer: Milton van

der Veen

Ohio State Award — Radio,

Social Sciences, for

**Give Me Your Hand:**

**Being Different**

Project Officer: Milton van

der Veen

### **Tampere International**

**Film Festival, Finland**

Diploma of Merit — Docu-

mentary Films, for

**The Camera and the Song:**

**Native North American**

**Child**

Producer: Don Thompson

### **Bell-Northern Research**

**Awards, Ottawa**

Award of Excellence —

Science Journalism in the

Electronic Media, for

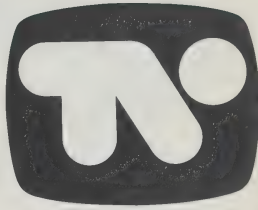
**Dimensions in Science:**

**Irreversible World**

Producer: Al Brown

# GRAPHIC DESIGN AWARDS

## PRIX EN ARTS GRAPHIQUES



### Art Directors' Club of Toronto

Certificate of Merit —  
Corporate Design, for  
**TVOntario Logo**  
Designer: Dick Derhodge

### National Association of Educational Broadcasters, Washington, D.C.

Graphic & Design Award —  
Posters for Television Series,  
for

**The Africa File Series**  
Designer: John Randle

Graphic & Design Award —  
Posters for Television Series,  
for

**Prophecy Series**  
Designer: John Randle

Graphic & Design Award —  
Posters for Television Series,  
for

**The Planet of Man Series**  
Designer: John Randle

Graphic & Design Award —  
Posters for Television Series,  
for

**Dimensions in Science Series**  
Designer: John Randle

Graphic & Design Award —  
Layout and Design, for  
**TVOntario Newspaper Insert** Feature Story: Is  
Someone Out There  
Watching?  
Designer: Ross Gray

Graphic & Design Award —  
Layout and Design, for  
**TVOntario Newspaper Insert** Feature Story: Our  
Heritage  
Designer: Ross Gray

Graphic & Design Award —  
Layout and Design, for  
**TVOntario Newspaper Insert** Feature Story: Movie  
Art  
Designer: Ross Gray

Graphic & Design Award —  
Layout and Design, for  
**TVOntario Newspaper Insert** Feature Story:  
Darwin's Fantastic Voyage  
Designer: Ross Gray

Graphic & Design Award —  
Layout and Design, for  
**TVOntario Newspaper Insert** Feature Story: What,  
Me Literate?  
Designer: Ross Gray

Graphic & Design Award —  
Layout and Design, for  
**TVOntario Newspaper Insert** Feature Story: A  
Sacred Tradition Musically  
Profaned  
Designer: Ross Gray

Graphic & Design Award —  
Program Guides, for  
**Inside/Out and Cover to Cover** Series Guide: Bully  
Designer: Jennifer Hinrichs

Graphic & Design Award —  
Program Guides, for  
**The Africa File Series**  
Guide  
Designer: Jennifer Hinrichs

Graphic & Design Award —  
Program Guides, for  
**The Stationary Ark Series**  
Guide  
Designer: Gerd Koechlin

Graphic & Design Award —  
Program Guides, for  
**Ontario: Our Science Lab**  
Series Guide  
Designer: Joyce Cosby  
Artist: Mike Maynard

Graphic & Design Award —  
Program Guides, for  
**Through the Polka Dot Door** Series Guide  
Designer: Bryan Mills

Graphic & Design Award —  
Promotions, for  
**La Boîte TVO** Catalogue  
Designer: Pat Gangnon

Graphic & Design Award —  
Promotions, for  
**Outreach Ontario** Project  
Designer: McManus &  
Associates

Award of Excellence —  
Animation, Program  
Openings, for  
**See. Hear!** Series  
Designer: Dick Derhodge







# THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY

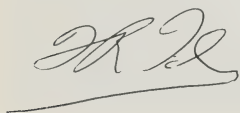
(Incorporated Without Share Capital Under The Ontario  
Educational Communications Authority Act)

## BALANCE SHEET

As of March 31, 1977

<b>Assets</b>			
		<b>1977</b>	<b>1976</b>
<b>Current Assets:</b>			
Cash	\$		\$ 459,319
Accounts receivable:			
Trade		206,325	317,623
Grants, Province of Ontario		555,000	471,600
Other		765,833	440,392
		1,527,158	1,229,615
Inventories: (note 1a)			
Program Support Materials		12,721	19,645
Film and videotape		161,616	218,210
Stores and supplies		148,509	116,749
Production work in progress		692,117	812,455
		1,014,963	1,167,059
Prepaid expenses		123,066	158,574
<b>Total Current Assets</b>		<b>2,665,187</b>	<b>3,014,567</b>
<b>Microwave Rights</b> (note 2b)		<b>633,460</b>	
<b>Fixed Assets: (note 1b)</b>			
Land and buildings		1,079,975	1,039,547
Technical and engineering equipment		10,614,749	7,211,221
Furnishings and equipment		659,631	642,490
Leasehold improvements		1,275,658	1,255,474
Projects under construction		27,960	920,606
		13,657,973	11,069,338
Less: accumulated depreciation and amortization		5,855,997	4,268,255
<b>Net Fixed Assets</b>		<b>7,801,976</b>	<b>6,801,083</b>
	<b>\$</b>	<b>11,100,623</b>	<b>\$ 9,815,650</b>

See accompanying notes to financial statements



Director



Director



Liabilities and Equity of the Province of Ontario			1977	1976
<b>Current Liabilities:</b>				
Bank indebtedness	\$	31,090	\$	
Accounts payable and accrued liabilities		2,066,283		1,851,096
Contractors holdbacks		129,287		626,082
Deferred revenue		502,859		668,039
<b>Total Current Liabilities</b>		<b>2,729,519</b>		<b>3,145,217</b>
<b>Long-term debt (note 6)</b>		<b>1,719,162</b>		
<b>Equity of the Province of Ontario:</b>				
Fixed Assets:				
Balance, beginning of year		6,801,083		3,275,499
Net additions (note 8)		891,487		4,408,371
		7,692,570		7,683,870
Less: depreciation and amortization (note 1b)		1,609,756		882,787
Balance, end of year		6,082,814		6,801,083
Microwave Rights		633,460		
Deficit		(64,332)		(130,650)
<b>Total Equity</b>		<b>6,651,942</b>		<b>6,670,433</b>
			\$ 11,100,623	\$ 9,815,650

**Statement of  
Operations and Deficit  
for the year ended  
March 31, 1977**

	1977	1976
<b>Revenue:</b>		
Basic grants, Province of Ontario (note 3)	\$ 17,966,600	\$ 16,813,000
Special grants, Province of Ontario (note 4)	221,084	153,000
Program sales	286,135	216,300
Video tape program service sales	318,824	362,981
Co-funding	1,010,392	618,454
Other income	145,829	78,268
	19,948,864	18,242,003
<b>Operating expense:</b>		
Program production (note 7)	12,148,518	10,637,190
Program utilization and support materials	1,325,597	1,090,136
Broadcast distribution (note 5)	2,266,907	2,084,458
Video tape program service	742,985	706,875
Research, planning and program evaluation	609,928	627,286
Advertising and promotion	451,563	516,053
Administration	1,846,893	1,920,200
	19,392,391	17,582,198
<b>Excess of revenue over operating expense</b>	556,473	659,805
<b>Fixed assets purchased from revenue</b>	490,155	563,717
<b>Surplus for the year</b>	66,318	96,088
<b>Deficit at beginning of year</b>	(130,650)	(226,738)
<b>Deficit at end of year</b>	<b>\$ (64,332)</b>	<b>\$ (130,650)</b>

*See accompanying notes to financial statements.*

NETWORK  
EXPANSION  
PROJECT

Statement of Revenue and Expenditure  
for the four years ended March 31, 1977

PHASE II	Prior Years 1974 - 1976	1977	Project Total
Revenue:			
Grant, Province of Ontario	\$4,988,500	\$	\$4,988,500
Expenditure:			
Ottawa	1,074,374	93,330	1,167,704
Paris/Kitchener	777,275	102,677	879,952
London	1,394,959	46,829	1,441,788
Chatham	552,597	40,433	593,030
Windsor	681,589	53,394	734,983
	4,480,794	336,663	4,817,457
Excess (Deficit) of Revenue over Expenditure (note 2a)	\$ 507,706	\$ (336,663)	\$ 171,043
PHASE III			
Revenue:			
Grant, Province of Ontario		\$ 903,000	\$ 903,000
Expenditure:			
Sudbury/Thunder Bay		661,420	661,420
Kingston/Belleville		41,580	41,580
		\$ 703,000	\$ 703,000
Excess of Revenue over Expenditure (note 2b)		\$ 200,000	\$ 200,000

See accompanying notes to financial statements.

**Statement of Changes  
in Financial Position  
for the year ended  
March 31, 1977**

	1977	1976
<b>Sources of Cash</b>		
Surplus for the year	\$ 66,318	\$ 96,088
Increase in:		
Accounts payable and accrued liabilities	215,187	455,068
Contractors holdbacks		626,082
Decrease in:		
Inventories	152,096	
Prepaid expenses	35,508	
	469,109	1,177,238
<b>Uses of Cash</b>		
Increase in:		
Trade and other receivables	214,143	237,831
Grants receivable	83,400	346,600
Inventories		177,613
Prepaid expenses		20,102
Decrease in:		
Contractors holdbacks	496,795	
Deferred revenue	165,180	310,651
	959,518	1,092,797
<b>Increase (decrease) in cash balances</b>	<b>\$ (490,409)</b>	<b>\$ 84,441</b>

*See accompanying notes to financial statements.*

# THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY

Notes to Financial Statements  
March 31, 1977

## 1. Accounting Policies

### (a) Inventories

Program support materials, film and video tape and stores and supplies are valued at the lower of cost or net realizable value, with cost being determined on a first in first out basis. Production work in progress is valued at average cost.

### (b) Fixed assets, depreciation and amortization

Fixed assets are valued at acquisition cost with the exception of certain fixed assets which were contributed to the OECA by the Ontario Ministry of Education on January 3, 1971. Such assets are valued at their estimated replacement cost on that date.

Depreciation is provided on a diminishing balance method using rates of 5 per cent for buildings, 25 per cent for technical and engineering equipment, 20 per cent for office furniture and equipment and 30 per cent for automotive equipment. The cost of leasehold improvements is amortized over the period of tenancy of the premises to which such costs apply.

### (c) Income tax

As a Crown Corporation of the Province of Ontario, the OECA is exempt from income taxes and accordingly no provision is reflected in the statement of operations and deficit.

## 2. Network Expansion Project

### (a) Phase II

The Province of Ontario has financed the extension of the broadcast network to five additional locations in Ontario.

To March 31, 1977, \$4,988,500 has been received from the Province of Ontario and \$4,817,457 has been spent mainly on land, buildings design, engineering, construction and technical equipment costs. The unexpended balance of \$171,043 has been deferred to next year.

### (b) Phase III

The Province of Ontario has financed the provision of microwave services from Toronto to Sudbury and Thunder Bay.

To March 31, 1977, \$903,000 has been received from the Province of Ontario. \$703,000 has been spent on agreements to

provide microwave services to Sudbury and Thunder Bay for 10 years until 1986, and on payments for enhancements to towers in Kingston and Belleville to provide for future use by the OECA. The unexpended balance of \$200,000 has been deferred to next year.

The portion of the above costs pertaining to microwave rights, amounting to \$633,460, is being amortized on a straight line basis over the period of the agreement.

## 3. Basic Grants

The OECA has received or will receive basic grants from the following ministries:

	1977	1976
Ministry of Culture and Recreation	\$10,379,000	\$ 9,225,000
Ministry of Education	7,587,600	7,588,000
	\$17,966,600	\$16,813,000

## 4. Special Grants

The OECA has received special grants as follows from the Ministry of Culture and Recreation.

	1977	1976
Festival Ontario	\$ 33,814	\$
Outreach Ontario	155,000	200,000
	\$ 188,814	\$ 200,000

\$47,000 of the 1976 Outreach Ontario grant is included in 1977 revenue and \$14,730 of the 1977 Outreach Ontario grant has been deferred to next year.

## 5. Lease Commitments

### (a) Transmission facilities

The OECA has entered into long-term leases and agreements to pay operating costs of transmission facilities having varying terms of up to 20 years plus options to renew for additional periods. Lease payments in the current year amounted to \$379,751 and future minimum annual lease payments are \$396,231.



**(b) Premises**

The OECA's premises at 2180 Yonge Street, Toronto, are leased at an annual rental of \$663,666 under an agreement to lease for an initial period of ten years that commenced April 1, 1972.

**6. Long-term Debt**

The OECA has agreed to repay to the Crown Assets Disposal Corporation \$1,719,162 at interest rates of 8 1/16 per cent to 9 3/4 per cent over periods up to 20 years for the capital costs of Channel 19 transmission facilities located on the CN Tower previously owned by the Canadian Broadcasting Corporation. OECA acquired title to the transmission facilities on March 30, 1977.

**7. Program Production**

Program production costs include direct costs such as freelance staff and crews, studio facilities, property settings, film processing, program rights and acquisition, as well as staff and facilities within OECA whose main activities are directed to program production.

**8. Fixed Asset Equity**

Net additions consist of fixed assets purchased from revenue and fixed assets acquired for the expansion of the network.

**9. Pension Plan**

The unfunded past service costs under the OECA's pension plan at January 1, 1976 as estimated by independent actuaries, amounted to \$41,150. These costs are being funded and charged to operations over the period to 1979.

**10. Comparative Figures**

Certain comparative figures have been restated to conform to 1977 presentation.

**11. Anti-inflation Legislation**

Pursuant to the terms of an agreement between the Province of Ontario and the Government of Canada, the OECA is subject to controls on compensation instituted by the Government of Canada in the Anti-Inflation Act, effective October 14, 1975.



Ontario

Office of  
Provincial  
Auditor

416/965-1381

Parliament Buildings  
Queen's Park  
Toronto Ontario  
M7A 1A2

To The Ontario Educational Communications Authority and  
to the Minister of Culture and Recreation.

I have examined the balance sheet of The Ontario Educational Communications Authority as at March 31, 1977 and the statements of operations and deficit, revenue and expenditure pertaining to the network expansion project and changes in financial position for the year then ended. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as I considered necessary in the circumstances.

In my opinion, these financial statements present fairly the financial position of the Authority as at March 31, 1977 and the results of its operations and the changes in its financial position for the year then ended in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

A report on the audit has also been made to the Authority and to the Minister in accordance with section 11 of The Ontario Educational Communications Authority Act.

Toronto, Ontario,  
July 14, 1977.

A handwritten signature in dark ink, appearing to read 'F.N. Scott'.

F.N. Scott, C.A.,  
Provincial Auditor.

# SUPPLEMENTARY FUNDING FINANCEMENT ADDITIONNEL

## EXTERNALLY FUNDED PROJECTS

### PROJETS FINANCES A L'EXTERIEUR

#### Windsor Early Identification Project

Participation in a research study for the early identification of potential difficulties of children, teachers and parents, as the school experience begins.

Funding agents: Ontario Ministry of Education

#### Royal Ontario Museum Explorers' Club Mysteries

Pilot: The Secret of the Samurai

Funding agents: Ontario Ministry of Culture and Recreation

#### Outreach Ontario

Participation in the Ministry's project to extend cultural resources province-wide.

Funding agents: Ontario Ministry of Culture and Recreation

#### Consumer Challenge Series

Funding agents: Ontario Ministry of Consumer and Commercial Relations

#### La femme engagée dans son milieu

Version française de *Women in the Environment*, émission produite à l'occasion de l'Année Internationale de la Femme./The French language version of *Women in the Environment*, a special produced for International Women's Year.

Sources de financement/Funding Agents: Ministère de l'Environnement de l'Ontario/Ontario Ministry of the Environment

#### Televising the Ontario Legislature: a feasibility study.

Funding agents: The Ontario Legislature

A special acknowledgement to Texaco Canada Limited for making possible the broadcast of Giacomo Puccini's opera, *La Bohème*, from the Metropolitan Opera.

## EXTERNALLY CO-FUNDED PROJECTS

### PROJETS DE COFINANCEMENT

#### The French Show

Funding agents: OECA/Department of the Secretary of State, Canada

#### Summer Academy: Brush Up Your French

Funding agents: OECA/Department of the Secretary of State, Canada

#### Boucaniers d'eau douce

Sources de financement: OTEO/Secrétariat d'Etat du Canada

#### Villages et visages

Sources de financement: OTEO/Secrétariat d'Etat du Canada

#### Enviroscope

Sources de financement: OTEO/Secrétariat d'Etat du Canada

#### Acquisitions de langue française

Sources de financement: OTEO/Secrétariat d'Etat du Canada

#### Grandeur nature

Sources de financement: OTEO/Conseil des ministres de l'Education, Canada

#### Je parle français

Sources de financement: Conseil des ministres de l'Education, Canada

#### Publications françaises

Sources de financement: OTEO/Conseil des ministres de l'Education, Canada

## JOINT VENTURES

### COPRODUCTIONS

#### **Ontario Scene: Festivals North**

Funding agents: OECA/Ontario Ministry of Culture and Recreation

#### **Saturday Night at the Movies:**

SPECIAL: The Cinema in Canada

Funding agents: OECA/Ontario Ministry of Culture and Recreation

#### **Habitat**

Funding agents: OECA/Ontario Ministry of the Environment

#### **Nursing Education Media Project**

Funding agents: OECA/Schools of Nursing in the Colleges of Applied Arts and Technology in Ontario and the Registered Nurses' Association of Ontario

#### **Ontario Scene: Fort William**

Funding agents: OECA/Old Fort William

#### **Vista/Horizon**

Co-producers: OECA/BBC

#### **Men of Ideas**

Co-producers: OECA/BBC

#### **The Camera and the Song: North**

American Child

Co-producers: OECA/BBC

#### **Vision On**

Co-producers: OECA/BBC/CBC

#### **The Age of Uncertainty**

Co-producers: OECA/BBC/CBC/PBS

#### **Faire et défaire**

Coproductions: OTEO/ONU Radio-Québec

#### **Stories Around the World**

Co-producers: OECA/BBC/Learning Corporation of America

#### **Classics Dark and Dangerous**

Co-producers: OECA/BBC/CBC/Highgate Associates, Ltd.

#### **Human Resources**

Co-producers: OECA/Hobel-Leitman, Inc.

#### **Native Americans**

Co-producers: OECA/Hobel-Leitman, Inc.

#### **Best Kept Secrets**

Co-producers: OECA/Michael Jacot Productions

#### **Olympic Profiles**

Co-producers: OECA/ACCESS/SaskMedia

#### **Helping Children Grow**

Co-producers: OECA/Ryerson Polytechnical Institute

#### **MeasureMetric**

Co-producers: OECA/Agency for Instructional Television

#### **The Heart of Teaching**

Co-producers: OECA/Agency for Instructional Television

#### **Inside-Out** (Captioning for the deaf)

Co-producers: OECA/Agency for Instructional Television

**Special:** University of Toronto Convocation

Co-producers: OECA/University of Toronto

#### **In the Shadow of Liberty**

Co-producers: OECA/Agency for Tele-Education in Canada

#### **A L'ombre de Liberty**

Coproductions: OTEO/Agence de Télévision Éducative au Canada

**One Two Three — Go** (Series development)

Co-producers: OECA/Agency for Tele-Education in Canada

#### **Pays et peuples**

Coproductions: OTEO/Mondial Films

#### **Les apprentis cuistots**

Coproductions: OTEO/Interimage, Inc.

#### **Productions harmonisées**

Coproductions: OTEO/Interimage, Inc.

#### **Co-operative Programming**

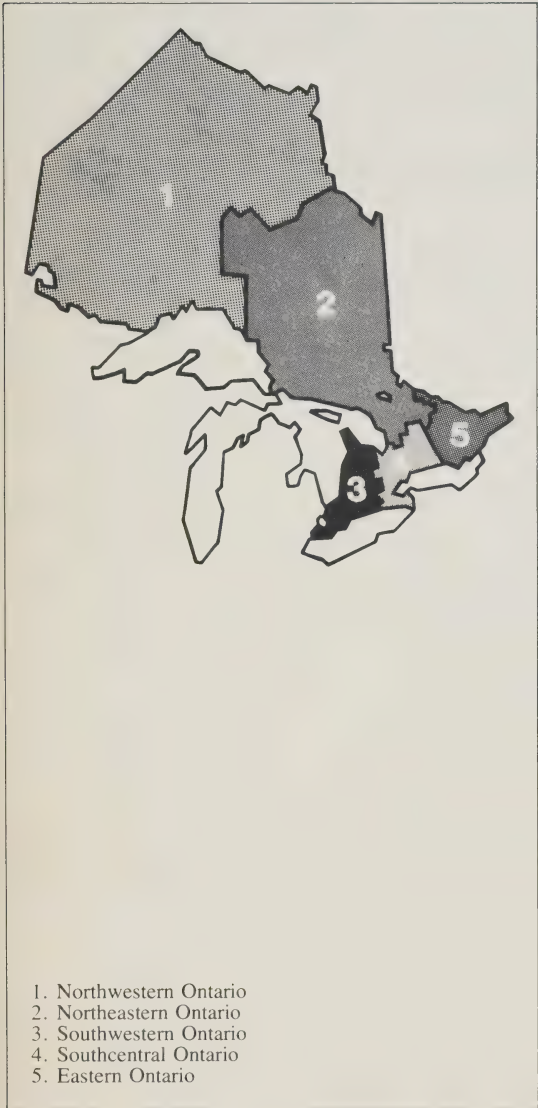
Co-producers: OECA/Ontario Teachers' Federation

**Essential Learning Skills** (Series development)

Co-producers: OECA/Agency for Instructional Television

# THE FIVE REGIONS LES CINQ REGIONS

## THE REGIONAL COUNCIL FOR NORTHWESTERN ONTARIO CONSEIL REGIONAL DU NORD-OUEST DE L'ONTARIO



Mary Autio  
Manitouwadge

Beckie Barber  
Thunder Bay

Spence Bell  
Marathon

Robert Bourre  
Dryden

Ernest Buchan  
Fort Frances

William Clark  
Thunder Bay

Maureen Dampier  
Nipigon

Harvey Darling  
Longlac

James Eccles  
Thunder Bay

Allan Holliday  
Kenora

William Hyder  
Thunder Bay

Pamela Krichev  
Thunder Bay

Robert Michels  
Atikokan

Philip Mostow  
Red Lake

Donald Padley  
Thunder Bay

### The Executive

Beckie Barber  
Chairman

Robert Bourre  
Vice-chairman

Ernest Buchan  
Secretary-treasurer

## THE REGIONAL COUNCIL FOR NORTHEASTERN ONTARIO

### CONSEIL REGIONAL DU NORD-EST DE L'ONTARIO

Jacques Albert  
Hearst

Ray Auger  
Espanola  
*Resigned during 1976*

Marie Brunet  
Sudbury

Ken Cargill  
Port Carling

Paul Gray  
Nobel

Andrée Grenier  
Kapuskasing

Blaise Healey  
Kirkland Lake

Dean McCubbin  
North Bay

Ron Moreau  
Sault Ste. Marie

Paul Sauvé  
Sudbury

Linda Smith  
Timmins

William Struk  
North Bay

Sid Tomkins  
North Bay

Jack Wells  
Sudbury

Andy Yule  
Sault Ste. Marie

#### **The Executive**

Paul Sauvé  
Chairman

William Struk  
Vice-chairman

Linda Smith  
Secretary-treasurer

## THE REGIONAL COUNCIL FOR SOUTHWESTERN ONTARIO

### CONSEIL REGIONAL DU SUD-OUEST DE L'ONTARIO

Harry Benson  
Point Edward

James Coyne  
Chesley

Samuel Dragich  
Windsor

Anne Griffith  
Chatham  
*Resigned during 1976*

Earl Knickerbocker  
London

Marie LeLievre  
Waterloo

Ian MacPhail  
Simcoe

Barbara Menear  
London  
*Resigned during 1976*

Ruth Phripp  
St. Clemens

Edward Pleva  
London

Geraldine Robinson  
Flesherton

Garwood Russell  
London

George Tatham  
Guelph

Douglas Waterston  
Guelph

Margaret Webster  
Teeswater

#### **The Executive**

Geraldine Robinson  
Chairman

Samuel Dragich  
Vice-chairman

Ruth Phripp  
Secretary-treasurer



# THE REGIONAL COUNCIL FOR SOUTHCENTRAL ONTARIO

## CONSEIL REGIONAL DU CENTRE-SUD DE L'ONTARIO

Hector Beuparlant  
Welland  
*Resigned during 1976*

Donald Ford  
Barrie

Heather Gardiner  
Lindsay

Gwyneth Griffith  
Toronto

Cathy Haefling  
Peterborough

Jean Hunt  
St. Catharines

Ken Jeffers  
Willowdale

O. Ross Johnson  
Cobourg

James Leworthy  
Haliburton

Neil Loutitt  
Toronto

Jo Mewett  
Peterborough

Lionel Rubinoff  
Peterborough

Thomas Stevens  
Agincourt

Pauline Weber  
Guelph

### The Executive

Pauline Weber  
Chairman

James Leworthy  
Vice-chairman

Jo Mewett  
Secretary-treasurer

# THE REGIONAL COUNCIL FOR EASTERN ONTARIO

## CONSEIL REGIONAL DE L'EST DE L'ONTARIO

David Bartlett  
Manotick

Betty Butterill  
Ottawa

John Carley  
Brockville

Charles Clarke  
Renfrew

John Cousineau  
Ottawa

Maurice Lalonde  
Cornwall

Beverley Lazier  
Kingston

Jean Léveillé  
Hawkesbury

Reginald Loader  
Belleville

Joan MacLeod  
Ottawa

Frank Murray  
Belleville

Maurice Price  
Carleton Place

James Whiting  
Kingston

John Whyte  
Cornwall

### The Executive

Joan MacLeod  
Chairman

John Whyte  
Vice-chairman

Beverley Lazier  
Secretary-treasurer



**EXECUTIVE  
COMMITTEE**

**CONSEIL  
DE DIRECTION**

David Walker (Chairman)  
Executive Director

Patricia Annesley  
Director  
Information Services

Sandra Birkenmayer  
General Manager  
Corporate Division

Peter Bowers  
General Manager  
Operations Division

Donald Brookes  
General Manager  
Finance Division

James Hanley  
General Manager  
Educational Media Division  
*Resigned December 1976*

Ron Keast  
Acting Associate General  
Manager  
Educational Media Division

Léopold Lacroix  
Acting General Manager  
Educational Media Division

Lewis Miller  
Head  
Research and Planning

T. Ranald Ide  
Ex officio member  
Chief Executive Officer

Advisory to the Board  
**PLANNING COMMITTEE**

Comité consultatif auprès du  
Conseil d'administration  
**COMITE DE  
PLANIFICATION**

- |  |  |
|--|--|
| Gabriel E. Séguin (Chairman)<br>Essex                        | Morden Lazarus<br>Toronto<br><i>Appointed September 1976</i> |
| Robert J. Allio<br>Toronto                                   | Barbara Mather<br>Falconbridge<br><i>Term ended in 1976</i>  |
| Louis Applebaum<br>Toronto                                   | Burt C. Matthews<br>Kitchener                                |
| Margaret Averill<br>Marathon                                 | A. L. McCallion<br>Hamilton<br><i>Term ended in 1976</i>     |
| Sandra Birkenmayer<br>OECA                                   | Harry Pilkington<br>Montreal                                 |
| A. Alan Borovoy<br>Toronto<br><i>Appointed November 1976</i> | Walter Pitman<br>Toronto                                     |
| Thérèse Brunet<br>Sudbury                                    | Gordon Sharwood<br>Toronto                                   |
| J. Kelvin Crossley<br>Toronto<br><i>Term ended in 1976</i>   | Ruth Vernon<br>OECA<br><i>Term ended in 1976</i>             |
| Patricia Donovan<br>Toronto                                  | Lewis Miller, Secretary<br>OECA                              |
| Ian J. Fife<br>Etobicoke<br><i>Appointed September 1976</i>  | T. Ranald Ide<br>Ex officio member<br>OECA                   |
| J. Roby Kidd<br>Toronto                                      |  |
| Léopold Lacroix<br>OECA<br><i>Appointed June 1976</i>        |  |

Comité consultatif auprès du  
Conseil d'administration  
**CONSEIL  
CONSULTATIF  
DES AFFAIRES  
FRANCOPHONES**

Advisory to the Board  
**ADVISORY COUNCIL  
ON FRANCOPHONE  
AFFAIRS**

- |  |
|--|
| Georges Gauthier (Président)<br>Ottawa<br><i>Nomination, novembre 1976</i> |
| Rémy Beauregard<br>Ottawa  |
| Lionel Desjarlais<br>Ottawa  |
| Jacqueline Guertin<br>Kapuskasing  |
| Aline Harrison<br>Windsor  |
| Léopold Lacroix<br>L'OTEO<br>Membre d'office                               |
| André Lafrance<br>Ottawa<br><i>Démission, janvier 1977</i>                 |
| Jean Léveillé<br>Hawkesbury  |
| Albert Regimbal<br>Sudbury   |
| Lionel St-Jean<br>Timmins  |

## BOARD OF DIRECTORS CONSEIL D'ADMINISTRATION



T. Ranald Ide  
(Chairman)  
Toronto



Jack M. Porter  
(Vice-chairman)  
Clarkson



Ruth M. Bell  
Ottawa



Edward F. Boehler  
Toronto  
*Appointed February 1977*



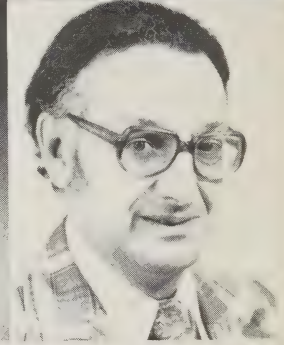
Patricia Donovan  
Toronto



Marion Evans  
Toronto  
*Appointed August 1976*

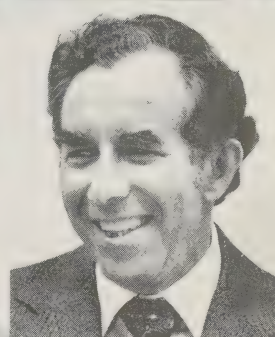
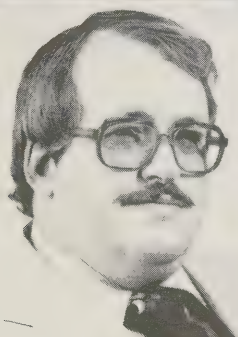
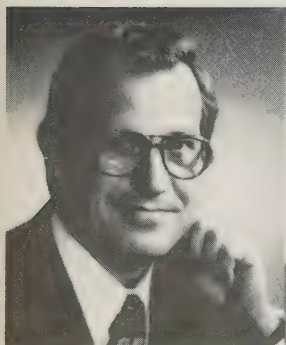


Ian J. Fife  
Etobicoke  
*Term ended June 1976*



Georges Gauthier  
Ottawa  
*Appointed November 1976*





Maurice Lapointe  
Ottawa

*Resigned November 1976*

H. Ian Macdonald  
Toronto

Clare R. MacLeod  
Windsor

Burt C. Matthews  
Kitchener

Robert E. Michels  
Atikokan

John A. Radford  
Brockville  
*Appointed August 1976*

Henry J. Wiens  
Niagara-on-the-Lake



Barbara Held  
Executive Coordinator



Donald S. Mills, Q.C.  
Secretary and General Counsel



**EDWARD J. BRISBOIS**

With the death of Ed Brisbois on December 14, 1976, the OECA suffered a serious loss. To say that he was a valued member of the Board of Directors would be an understatement. He was an outstanding human being who earned the respect and affection of all with whom he came in contact.

When the OECA was formed in 1970 he was chairman of the Metropolitan Educational Television Association. He had been a leader in that field, as in all other areas of education, throughout his adult life.

As our vice-chairman, he encouraged us during the difficult days and rejoiced with us when we were successful. It is impossible to estimate how much he will be missed by us all.

A handwritten signature in dark ink, appearing to read "T.R. Ide". The signature is fluid and cursive, with a long horizontal line extending from the bottom of the last letter.

T.R. Ide  
Chairman





CA24N  
DE 95  
- A56

CA24N DE 95 - A56	Portrait of a man	Close-up of a textured surface	Person playing a violin	Close-up of a textured surface
Person in a room	Person sitting at a table	Close-up of a textured surface	Person playing a violin	Person in a room
Two daisies	Stylized 'TV' logo	Cartoon face with large eyes	Person playing a violin	Portrait of a man
Portrait of a man	Person in a room	Person in a room	Concentric circles	Person in a room
Person in a room	Person in a room	Cartoon character	Person in a room	Person in a room
Person in a room	Person in a room	Person in a room	Person in a room	Person in a room

KATHLEEN S. VAUGHAN  
PLEASE DO NOT REMOVE

**The Ontario  
Educational  
Communications  
Authority**

**l'Office de la  
télécommunication  
éducative  
de l'Ontario**

# RAPPORT ANNUEL







# Letter to the Minister


August 18, 1978

The Honourable Reuben C. Baetz  
Minister of Culture & Recreation,  
Queen's Park,  
Toronto, Ontario.

Dear Sir:

In accordance with the provision of Section 12 (1) of the Act to Establish The Ontario Educational Communications Authority, I submit herewith the seventh Annual Report of The Ontario Educational Communications Authority for the year ended March 31, 1978.

Yours very truly,

A handwritten signature in dark ink, appearing to read 'T.R. Ide', written over a horizontal line.

T.R. Ide  
Chairman



## The Chairman's Statement



The Ontario Educational Communications Authority continued to extend its broadcast service during 1977-78. As anticipated in last year's Annual Report, arrangements were completed for the establishment of television transmitters in Sudbury and Thunder Bay. In addition, funding was approved for a transmitter in Sault Ste. Marie, the necessary application was filed with the federal regulatory agency, and construction began. In all three cases the official opening of the stations will be held in September of 1978, although signals should be available to the residents of at least Sudbury and Thunder Bay by July or August.

The long-term Planning Committee that was established by the Board of Directors in 1973 has always been most helpful in assessing future possible objectives for the Authority. It has also assisted in the development of a relatively sophisticated planning process. While each year the articulation of goals and objectives had been an important activity for the OECA, this was the first year that a strategic plan spanning a number of years was published. The staff at all levels participated in the early draft. This was reviewed and modified by the Goals and Objectives Committee of the Board, the Long-Term Planning Committee, the Francophone Advisory Council, the Regional Councils, the management and, finally, at a special meeting, by the Board of Directors itself.

Details of the plan included maintenance of basic services for young children and their parents, elementary and secondary schools, colleges and universities, adults and special-interest viewers. The plan stressed, in particular, programming designed to meet the needs of preschool children, because of the vital importance of this period in human development. While there were a number of objectives listed for the schools, the decision was taken to place the primary emphasis on core-curriculum-related programming designed to meet the instructional needs of the students. The approach recommended for the colleges and universities was understandably different because of the number of institutions and the great variety of courses they offered. Two approaches met with agreement. First, integrate existing OECA programs and series into courses of study at post-secondary institutions; second, produce new programs for use in cooperation with the institutions and academic discipline groups. Programming for the general public—often referred to as the “open sector” since these individuals tend to view programs in their homes and not in association with organizations of one



kind or another — was also given a high priority. The objectives are to facilitate, to stimulate and to sustain people's interest in a lifelong learning effort.

There were a number of other areas that required attention from the board and the other groups that participated in the development process. Of particular concern were those citizens who face special problems. We thought, for example, of those with impaired hearing. We thought of the recent immigrants to this country, Canadians who had come here from a variety of nations and were anxious to preserve their cultural values. We thought of the elderly. We recognized that there was no easy solution to the problems of meeting an exceptionally complex set of needs, but we determined to try. Our object was to produce, acquire and broadcast programs that would have special captions for the deaf. We wanted to produce programs that would help all people in Ontario to understand the nature, cultures and problems of the various groups in our society. And we resolved to try to better serve the special regional concerns of this province.

During the planning process the Authority took into consideration the likelihood that financial constraints would continue during a period of slow economic growth for the province. During the past two fiscal years efforts had been made to seek co-production agreements with other broadcasters, both in the private and the public sectors. It was apparent that not only could savings be effected through these arrangements, but that quality of programming could be improved as a result of the exchange of ideas with members of other organizations. We therefore determined to increase these efforts.

Of particular interest to us was our partnership with Radio-Québec and the Alberta Educational Communications Corporation (ACCESS) within the Agency for Tele-Education in Canada (ATEC). The objects of ATEC are to encourage co-productions, cooperate in the acquisition of programs produced in countries outside Canada, and to encourage the cooperation of educators and producers who understand the requirements of programs that encourage learning. We met in a formal sense on three occasions, but the interchanges at the programming and operations level were frequent and fruitful. Co-productions included *In the Shadow of the Giant*, *Olympic Profiles* and *Les Olympiens*. Exchanges of information on important subjects such as copyright, satellite use and technical standards were of particular value.

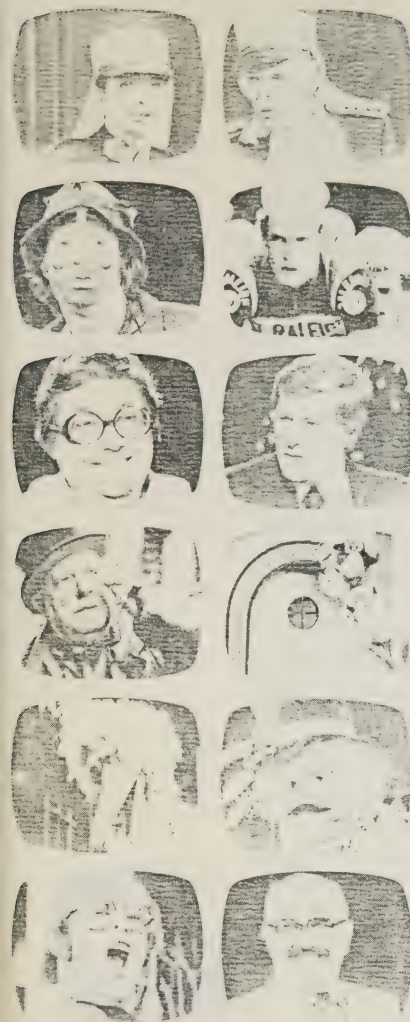
The non-broadcast use of programs, known as the OECA's Videotape Program Service (VIPS), will continue to be stressed. The Authority has adopted the policy of "double use". That is, wherever possible, programs produced or acquired for broadcast will also be made available through VIPS. The same principle will hold for the reverse process.

The Board also reaffirmed its policy of extending its basic service to all parts of Ontario as quickly as financial resources permit. Although 85 per cent of the population of the province will have access to the TVOntario network by the fall of 1978, the remaining 15 per cent, at present unserved, continue to be a matter of concern.

As a result of personal conviction, as well as recommendations from the Francophone Advisory Council, the Board decided to







increase the amount of funds for programming in the French language and to work towards the establishment of a special service wherever the population of Franco-Ontarians is such as to justify an increased level of service in the French language. As in the other areas touched on in this report, the establishment of such a service depends upon available financing, which may be difficult to obtain in a period of financial restraint.

There were, of course, other achievements apart from the development of a strategic plan. OECA programs continued to win awards, both nationally and internationally. The audiences for the TVOntario network continued to increase. The Bureau of Broadcast Measurement now informs us that our unduplicated audience, that is, the number of different people who watch us regularly, is now consistently over one million people weekly. The latest figures received were the largest in the relatively short history of this organization.

Initiatives in programming included *Parlez-Moi*, a series to assist elementary pupils to learn French; *Write On*, a series on English composition for intermediate-level students; *Olympic Profiles* and *Les Olympiens*, to assist physical education classes; *Les Boucaniers d'eau douce*, on the fundamentals of communication in the French language; *Profil économique*, a seven part series dealing with the question of Franco-Ontarian participation in the economies of the province; and *Ciné TVO*, an extremely popular film and discussion program shown on Wednesday evenings. In addition to these Judy LaMarsh returned to TVOntario in a new series, *Power Play*, which took a critical look at the decision-making process, as well as topics such as the conserver society and big business. The documentary-style format was used successfully to discuss issues such as *The CBC*, *Alberta*, and *Ontario into the Eighties*.

Old favourites returned. They included *Mike McManus*, *Polka Dot Door*, *Globe Theatre*, *Illustrated Classics* and many others.

One of the year's most important ventures was the scheduling of a regular family viewing period from 5 to 8 p.m. Mondays through Fridays. The early part of the three-hour period was devoted to young children and included series such as *Polka Dot Door* and *Sesame Street*. These were followed by the extremely successful primary school series, *Readalong*, then drama for children, and *Magic Shadows*, the serialized movie with the ever-popular Elwy Yost. The object was to encourage families to view as a unit, the time period beginning with material designed for the very young



and concluding with programs of interest to young teenagers.

It is difficult to assess whether all the objectives are being reached. However, BBM statistics indicate a mixed audience of adults, teenagers and young children and that this audience is substantially higher than that of the same time period last year. Further research is being carried out. If our tentative conclusion that we are encouraging family viewing of appropriate and high-quality television is substantiated, we will continue what we believe was a most important initiative.

A major step taken during the year was the creation of a French Language Division. Franco-Ontarians have for a number of years been major users of our French-language programming. It was in recognition of this fact, and as a result of recommendations from the Board's Francophone Advisory Council, that the division was established. The new division responded to the challenges offered to it with enthusiasm, and in the short period since its formation has already produced and acquired a number of series that have proved their value, and has achieved a better co-ordination of OECA services to the francophones. Some of these were listed in the paragraph on programming. A major achievement of the division was the acquisition of a French- and English-language history of popular music, *All You Need Is Love*.

The Marketing Branch of the Operations Division had its most successful year so far. Revenues were up by 18 per cent over last year. It is of interest to note that almost 30 states in the U.S.A. are now using the *Readalong* series. *Write On* has also had a remarkable sales record in that country. In addition, through the co-operation of the Council of Ministers of Education of Canada, six provinces acquired approximately 86 hours of programming.

The Authority continued to be interested in new developments in communications technology. In cooperation with the federal Department of Communications, experiments were carried on, using the satellite *Hermes*. The most ambitious of these was a 1 1/2-hour interactive program with educational television systems in San Francisco and San Diego. The program, which centred around the *Readalong* series, that is being used extensively in California, was broadcast by the TVOntario network—a first, we believe, for this type of program.

An investigation was made of the applicability to educational needs of a system known as Teletext, which has already been successfully introduced in Great Britain. Teletext enables a broadcaster to transmit hundreds of pages of print information on unused lines at the top of the regular television picture, without interfering with the regular program. Using an inexpensive decoder, the viewer can turn to this service by pushing a button. In addition, the OECA looked at the possibilities associated with the introduction of fibre optics, a telephone system known as Viewdata, electronic newspapers, and interactive television combined with computerized learning systems.

Work progressed on the Access-Index Project—a system whereby OECA programs are described and classified, with the resulting information stored in a computer system. By the end of the year arrangements were being completed with libraries to permit users access to information under various categories, including subject headings, educational level, and program or series







title. We are also actively engaged in discussions with school boards and community colleges regarding cooperative cataloguing arrangements. These should prove of financial benefit to all parties.

The OECA continues to be interested in and of interest to national and international education, communications and television organizations. In particular, we welcomed the opportunity to meet with the chairman of UNESCO's International Commission for the Study of Communications Problems. Items discussed included the terms of reference of the commission, some communications problems as seen by the OECA, the use of the media in nonformal education, and the benefits of a free and balanced flow of information.

The five Regional Councils, which act as contact between the residents of the province and the Authority, continued to be of great help to the OECA during the year. Consisting of fifteen volunteer members each and representing Northwestern, Northeastern, Southwestern, Southcentral and Eastern Ontario, the councils participated in the strategic planning process, assisted in the addition of the three new transmitters in the north, advised on the specific needs of the regions and, in general, became increasingly involved in the Authority's decision-making process.

In each region, council business meetings have been held along with meetings with both the general public and key members of the educational community in such centres as Kenora, Sault Ste. Marie, Owen Sound, Niagara Falls, Cobourg, Renfrew, Hawkesbury and Ottawa.

Individual council concerns this year have centred around the continuation of the cable package in Northwestern Ontario; intensive publicity about the coming on air of the transmitters in Thunder Bay, Sudbury and Sault Ste. Marie; service to North Bay, Timmins, and Owen Sound; the greater integration of OECA materials with Ministry of Education curriculum guidelines; the increase in French-language services; and the need to put pressure on manufacturers of small-format equipment to adopt common standards. "Failure to do so will have crippling effects upon hardware budgets in schools, libraries, and at the OECA itself," pointed out the Southwestern Regional Council to the board in a motion typical of all councils' concern with removing as many barriers as possible that might inhibit the use of OECA materials in the future.

Reference has already been made to the activities of the Long-Term Planning Committee. The major theme that ran through the five meetings held in the 1977-78 fiscal year referred to a recommendation that, while remaining closely attentive to short-term and medium-term (three to five years) planning, the OECA should give more attention to strategies for the longer term. A number of problems were identified. These included the need for continuing education; the need for a "conservator society" approach, and the need to emphasize the dangers that exist for Ontario if people in their thirties are unable to participate economically and culturally in the life of the province.

Presentations were made by committee members during the year. These included one by Robert Allio on "Systems and Organizations"; one by Louis Applebaum on "The Arts"; and another by Roy Megarry on "New Technologies".



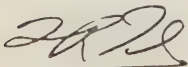
The committee also recommended to the board that the OECA staff should reassess and report on its evaluation procedures for projects; that the staff should study and make recommendations on the use of audio services; and finally, that the staff should review and update the strategic plan.

In April of 1975 the Board of Directors established the Francophone Advisory Council because of its desire to improve its response to the needs of French-speaking Ontarians. The council was given the mandate to advise the board on matters of general educational interest and those aspects that relate particularly to the educational needs of the French-speaking population. The council noted in its report to the board that the Authority had made significant progress in the level and quality of services to the francophone population in the last year.

Altogether, the Advisory Council has met twelve times since its inception; it has held a joint official meeting with the board and an informal meeting with the French-speaking members of the Regional Councils. During the coming year it plans to hold some of its meetings in the various regions to meet with representatives of francophone organizations to keep them informed of OECA services and to enlist their support.

Recommendations of the Francophone Advisory Council included: provision for adequate French representation on the five Regional Councils and on all official advisory and liaison committees; the establishment of a French Division within the OECA; the acquisition of an additional French Utilization Officer; the provision of a dedicated French broadcast service in areas of high French density, and the establishment of a French transmitter in the Ottawa area by 1981. A number of these recommendations were adopted by the board although, as I mentioned earlier in this statement, they can be implemented only as funds become available.

It is obvious that the Authority has been well served by the members of the various committees and advisory councils who have worked so selflessly and have maintained such a high degree of commitment to its aims and objectives. I would be remiss, however, if I did not mention the contribution made by the staff of this organization and by its Board of Directors. The talents of the staff are remarkable and I continue to be impressed by the degree of creativity and responsibility that is everywhere evident. To produce, to select acquisitions, and, finally, to broadcast 5,000 to 6,000 hours of what is, for the most part, exceptional educational television is an achievement of no small significance. The staff, of course, would not have been able to do this if it were not for the quality of leadership given by my colleagues on the board. They have been patient with our mistakes, understanding of the complex nature of the enterprise and always knowledgeable and interested. Finally, as individuals they have stimulated all of us by the variety of their ideas and their understanding of the purpose of this very unusual organization.



T.R. Ide  
Chairman



It's not your ordinary, everyday television station, but it's fast becoming one of our favorites. We're referring to TVOntario, Channel 19. W.T. McFarlane, Barrie Examiner, February 17, 1978

It's a very valuable thing, having all these opinions packed into a tight, fast-moving hour, and there's no one else except TVOntario who could have done it on television. Bob Blackburn, Toronto Sun, November 25, 1977 (Regarding Issues: CBC show)







## Program Awards

International Film Festival on Road Safety, 1977, Zagreb  
Award: Diploma  
Program: *Citizen Seatbelt*  
Producer: Sandy Zuckerman

Columbus International Film Festival, 1977, Ohio  
Award: Chris Bronze Plaque (Education Category)  
Program: *Explorations In the Novel/Portrait of the Artist as a Young Man*  
Producers: Gladys Richards and Philip Nixon

International Festival of Science Fiction Films, 1977, Trieste  
Program: *Classics Dark and Dangerous/The Ugly Little Boy*  
Award: Best Actress Award to Kate Reid.  
Producer: Don Thompson

The Children's Broadcast Institute Festival of Programs for Children, 1977, Montreal  
Award: Mention of Honor  
Program: *Les boucaniers d'eau douce/L'Élixir*  
Producer: Pierre Brassard

The Gabriel Awards, 1977  
Phoenix, Arizona  
Award: Gabriel Award (Youth-Oriented Programming)  
Program: *Classics Dark and Dangerous/The Ugly Little Boy*  
Producer: Don Thompson

International Film and Television Festival of New York, 1977  
Award: Gold Award (Education Category)  
Program: *Classics Dark and Dangerous/The Ugly Little Boy*  
Producer: Don Thompson and  
Award: Silver Award  
Program: *Les boucaniers d'eau douce/L'Élixir*  
Producer: Pierre Brassard

ACTRA Awards, 1977, Toronto  
Award: Gordon Sinclair Award for Outspoken Opinions and Integrity in Broadcasting. Awarded to Judy LaMarsh

Program: *The Government We Deserve/The Economics of Culture*

Producer: David Moore

Chicago International Film Festival, 1977  
Award: Gold Plaque (Educational Category)

Program: *Requiem for Literacy?*  
Producer: Gladys Richards and

Award: Silver Plaque (Educational Category)

Program: *Classics Dark and Dangerous/The Ugly Little Boy*  
Producer: Don Thompson and

Award: Gold Plaque (Documentary Category)

Program: *Production harmonisée/La souffleuse à neige*  
Producer: Jean-Claude Roboly and

Award: Gold Plaque (Entertainment Category)

Program: *Nightmusic Concert/FM*  
Producer: Richard Johnson

Ohio State Awards, 1978  
Award: Ohio State Award (Performing Arts and Humanities)  
Program: *Outreach Ontario/Symphony*

Producer: Alistair Brown and

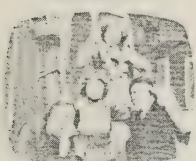
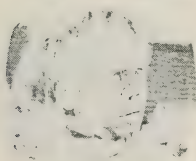
Award: Ohio State Radio Award (Natural and Physical Sciences)

Series: *The Naturalist's Notebook...with Arthur Black*  
Radio Project Officer: Milton van der Veen and

Award: Ohio State Award (Social Sciences/Public Affairs)

Program: *The Heart of Teaching/The Parent Crunch*

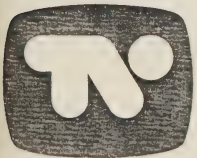
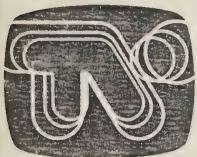
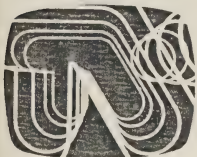
Production: Co-production with OECA and Agency for Instructional Television





## Graphic Design Awards

During 1977-78  
OECA won 17  
Graphics and  
Design Awards  
from the National  
Association of  
Educational  
Broadcasters,  
Washington, D.C.



Graphic & Design Award:  
*Readalong Kit*  
Designer: Joyee Cosby

Graphic & Design Award:  
Program Guides, for *In  
Conversation With...*  
Designer: Tom Pilsworth

Graphic & Design Award: Five  
*TVOntario* Newspaper Inserts  
Designer: Ross Gray

Graphic & Design Award:  
Program Guides, for *In the  
Primary and Junior Division*  
Designer: Alex Pandi

Graphic & Design Award:  
Program Guides, for *Learning  
Language*  
Designer: Peggy Heath

Graphic & Design Award:  
Promotions, for *WWII*  
Designer: John Randle

Graphic & Design Award:  
Promotions, for *Nightmusic  
Concert*  
Designer: John Randle

Graphic & Design Award:  
Program Guides, for *Finding Out*  
Designer: John Randle

Graphic & Design Award:  
Program Guides, for *Dimensions  
in Science: Chemistry*  
Designer: John Randle

Graphic & Design Award:  
Program Guides, for *Self  
Incorporated*  
Designer: John Randle

Graphic & Design Award:  
Program Guides, for *Tom  
Grattan's War*  
Designer: Mike Maynard

Graphic & Design Award (Award  
of Excellence): Program Guides,  
Student Volume, for *Tom  
Grattan's War*  
Designer: Mike Maynard

Graphic & Design Award: Press  
Kit Cover, for *TVOntario, Fall  
1976*  
Designer: Dick Derhodge

Graphic & Design Award: Poster,  
for *The National Association of  
Educational Broadcasters 1977  
Graphics and Design Awards*  
Designer: Dick Derhodge

Graphic & Design Award:  
Illustration for *The National  
Association of Educational  
Broadcasters 1977 Graphics and  
Design Promotion*  
Designer: Dick Derhodge

Graphic & Design Award:  
Animation for *TVOntario  
Identification*  
Designer: Dick Derhodge

Graphic & Design Award (Award  
of Excellence): Animation for  
*TVOntario daily promotion*  
Designer: Dick Derhodge





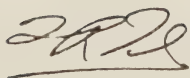
**The Ontario  
Educational  
Communications  
Authority**

*Incorporated  
Without Share  
Capital Under the  
Ontario  
Educational  
Communications  
Authority Act)*

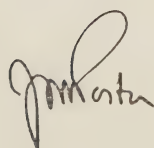
**Balance Sheet**  
*As at March 31,  
1978*

Assets	1978	1977
<b>Current Assets:</b>		
Cash	\$ 1,344,324	\$
Accounts Receivable:		
Trade	236,767	206,325
Grants, Province of Ontario		555,000
Other	1,300,799	765,833
	1,537,566	1,527,158
Inventories: (note 1a)		
Program support materials	12,210	12,721
Film and videotape	279,680	161,616
Stores and supplies	251,356	148,509
Production work in progress	896,765	692,117
	1,440,011	1,014,963
Prepaid expenses	193,464	123,066
<b>Total Current Assets</b>	<b>1,515,365</b>	<b>2,665,187</b>
Microwave Rights (note 2b)	570,114	633,460
<b>Fixed Assets: (note 1b)</b>		
Land and buildings	1,171,785	1,079,975
Technical and engineering equipment	11,495,168	10,614,749
Furnishings and equipment	727,666	659,631
Leasehold improvements	1,317,909	1,275,658
Projects under construction	1,397,229	27,960
	16,109,757	13,657,973
Less: accumulated depreciation and amortization (note 8b)	7,508,185	5,629,248
<b>Net Fixed Assets</b>	<b>8,601,572</b>	<b>8,028,725</b>
	<b>\$13,687,031</b>	<b>\$11,327,372</b>

*See accompanying notes to financial statements.*



Director



Director



# Liabilities and Equity of the Province of Ontario

	1978	1977
<b>Current Liabilities:</b>		
Bank indebtedness	\$	\$ 31,090
Accounts payable and accrued liabilities	3,163,633	2,066,283
Contractors' holdbacks	193,155	129,287
Deferred revenue	1,198,637	502,859
Long-term debt due within one year	95,408	
<b>Total Current Liabilities</b>	<b>4,650,833</b>	<b>2,729,519</b>
Long-term debt: (note 6)	1,719,162	1,719,162
Less: amount due within one year	95,408	
	1,623,754	1,719,162
<b>Equity of the Province of Ontario:</b>		
<b>Fixed Assets:</b>		
Balance, beginning of year as restated (note 8b)	6,309,563	6,985,869
Net additions (note 8a)	2,451,783	891,487
	8,761,346	7,877,356
Less: depreciation and amortization (note 1b)	1,878,937	1,567,793
Balance, end of year	6,882,409	6,309,563
Microwave rights (note 2b)	570,114	633,460
Deficit	(40,059)	(61,332)
<b>Total Equity</b>	<b>7,412,464</b>	<b>6,878,691</b>
	\$13,687,051	\$11,327,372

*See accompanying notes to financial statements.*



*Statement of  
Revenue and  
Expenditure and  
Deficit for  
the year ended  
March 31, 1978*

	1978	1977
Revenue:		
Basic grants, Province of Ontario (note 3)	\$19,900,200	\$17,966,600
Program sales	298,408	286,135
Videotape program service sales	446,523	318,824
Co-funding (note 4)	1,471,817	1,231,476
Other income	331,271	145,829
	22,448,219	19,948,864
Operating Expense:		
Program production (note 7)	13,449,808	12,148,518
Program utilization	1,558,476	1,325,597
Broadcast distribution (note 5a)	2,308,967	2,266,907
Videotape program service	848,729	742,985
Research, planning and program evaluation	681,695	609,928
Advertising and promotion	645,854	451,563
Administration	2,011,004	1,846,893
	21,504,533	19,392,391
Excess of revenue over operating expense	943,686	556,473
Fixed assets purchased from revenue	919,113	490,155
Surplus for the year	24,273	66,318
Deficit at beginning of year	(64,332)	(130,650)
Deficit at end of year	\$ (10,059)	\$ (64,332)

*See accompanying notes to financial statements.*





# **Network Expansion Project**

*Statement of  
Revenue and  
Expenditure for  
the five years  
ended March 31,  
1978*

Phase II (note 2a)	Prior Years 1974-1977	1978	Project Total
<b>Revenue:</b>			
Grants, Province of Ontario	\$ 4,988,500	\$	\$ 4,988,500
<b>Expenditure:</b>			
Ottawa	1,167,704	39,705	1,207,409
Paris/Kitchener	879,952	15,830	895,782
London	1,441,788	17,435	1,459,223
Chatham	593,030	12,330	605,360
Windsor	734,983	(780)	734,203
	4,817,457	84,520	4,901,977
Excess (Deficit) of revenue over expenditure	\$ 171,043	\$ (84,520)	\$ 86,523
<b>Phase III (note 2b)</b>			
<b>Revenue:</b>			
Grant, Province of Ontario	\$ 903,000	\$ 1,500,000	\$ 2,403,000
<b>Expenditure:</b>			
Sudbury/Thunder Bay	661,420	1,381,555	2,042,975
Kingston Belleville	41,580		41,580
Sault Ste. Marie		106,790	106,790
	703,000	1,488,345	2,191,345
Excess (Deficit) of revenue over expenditure	\$ 200,000	\$ 11,655	\$ 211,655

*See accompanying notes to financial statements.*



*Statement of  
Changes in  
Financial Position  
for the year ended  
March 31, 1978*

	1978	1977
<b>Sources of Cash</b>		
Surplus for the year	\$ 24,273	\$ 66,318
Increase in:		
Accounts payable and accrued liabilities	1,097,350	215,187
Contractors' holdbacks	63,868	
Deferred revenue	695,778	
Decrease in:		
Grants receivable	555,000	
Inventories		152,096
Prepaid expenses		35,508
	2,436,269	469,109
<b>Uses of Cash</b>		
Increase in:		
Trade and other receivables	565,408	214,143
Inventories	425,048	
Prepaid expenses	70,398	
Grants receivable		83,400
Decrease in:		
Contractors' holdbacks		496,795
Deferred revenue		165,180
	1,060,854	959,518
Increase (Decrease) in cash balance	\$ 1,375,415	\$ (490,109)

*See accompanying notes to financial statements.*

**The Ontario  
Educational  
Communications  
Authority**

*Notes to Financial  
Statements March  
31, 1978*

**1. Accounting Policies**

**a) Inventories**

Program support materials, film and videotape and stores and supplies are valued at the lower of cost or net realizable value, with cost being determined on a first-in, first-out basis. Production work in progress is valued at cost.

**b) Fixed assets are expensed in the year of acquisition.**

For balance sheet purposes, fixed assets are valued at acquisition cost except for certain fixed assets which were contributed on January 3, 1971. Such assets are valued at their estimated replacement cost on that date.

For balance sheet purposes, depreciation is provided at varying rates on a diminishing balance method. The cost of leasehold improvements is amortized over the period of tenancy of the premises to which such costs apply.

**c) Income tax**

As a Crown Corporation of the Province of Ontario, the OECA is exempt from income taxes and accordingly no provision is reflected in the statement of operations and deficit.

**2. Network Expansion Project**

**a) Phase II**

The Province of Ontario has financed the extension of the broadcast network to five additional locations in Ontario.

To March 31, 1978, \$4,988,500 has been received from the Province of Ontario and \$4,901,977 has been spent mainly on land, buildings design, engineering, construction and technical equipment costs. The unexpended balance of \$86,523 has been deferred to next year.

**b) Phase III**

The Province of Ontario has financed the construction of transmission facilities and the provision of micro-wave services for Sudbury, Thunder





Bay and Sault Ste. Marie.

To March 31, 1978, \$2,403,000 has been received from the Province of Ontario. \$2,191,345 has been spent on construction at all five sites and to provide microwave services for Sudbury and Thunder Bay until 1986. The unexpended balance of \$211,655 has been deferred to the next year.

The portion of the above cost pertaining to microwave rights amounting to \$633,460 incurred in the fiscal year 1977 is being amortized on a straight line basis over the period of the agreement.

### 3. Basic Grants

The OECA has received basic grants from the following ministries:

	1978	1977
Ministry of Culture and Recreation	\$11,312,100	\$10,379,000
Ministry of Education	8,588,100	7,587,600
	\$19,900,200	\$17,966,600

### 4. Co-Funding Revenue

Co-funding revenue includes special grants from the Province of Ontario \$446,768 for 1978; \$221,084 for 1977.

### 5. Lease Commitments

#### a) Transmission facilities

The OECA has entered into long-term leases and agreements to pay operating costs of transmission facilities, having varying terms of up to 20 years plus options to renew for additional periods. Lease payments in the current year amounted to \$410,700, and approximate future annual lease payments will be \$412,000.

#### b) Premises

The OECA's premises at 2180 Yonge Street, Toronto, are leased at an annual rental of \$663,666 under an agreement to lease for an initial period of fifteen years that commenced April 1, 1972.

### 6. Long-term Debt

The OECA has agreed to repay to the Crown Assets Disposal Corporation \$1,719,162 at interest rates of 8 1/16 percent to 9 3/4 percent over periods up to 20 years for the capital costs of

Channel 19 transmission facilities located on the CN Tower, previously owned by the Canadian Broadcasting Corporation. OECA acquired title to the transmission facilities on March 30, 1977.

### 7. Program Production

Program production costs include direct costs such as freelance staff and crews, studio facilities, property settings, film processing, program rights and acquisition, as well as staff and facilities within OECA whose main activities are directed to program production.

### 8. Fixed Asset Equity

a) Net additions consist of fixed assets purchased from revenue and fixed assets acquired for the expansion of the network.

b) As a result of the change in amortization of leasehold improvements from ten years to fifteen years, the balance of fixed assets equity as at March 31, 1977, previously reported as \$6,082,814 has been restated to \$6,309,563 to show a retroactive decrease of \$226,749, representing the cumulative effect of leasehold amortization to March 31, 1977.

### 9. Pension Plan

The unfunded past service costs under the OECA's pension plan at January 1, 1976, as estimated by independent actuaries, amounted to \$11,150. These costs are being funded and charged to operations over the period to 1979.

### 10. Comparative Figures

Certain comparative figures have been restated to conform to 1978 presentation.

### 11. Anti-Inflation Legislation

Pursuant to the terms of an agreement between the Province of Ontario and the Government of Canada, the OECA is subject to controls on compensation instituted by the Government of Canada in the Anti Inflation Act, effective October 14, 1975.





Ontario

Office of the  
Provincial  
Auditor

To The Ontario Educational Communications Authority and  
to the Minister of Culture and Recreation.

I have examined the balance sheet of The Ontario Educational Communications Authority as at March 31, 1978 and the statements of revenue and expenditure and deficit, revenue and expenditure pertaining to the network expansion projects and changes in financial position for the year then ended. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as I considered necessary in the circumstances.

In my opinion, these financial statements present fairly the financial position of the Authority as at March 31, 1978 and the results of its operations and the changes in its financial position for the year then ended in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

A report on the audit has also been made to the Authority and to the Minister in accordance with section 11 of The Ontario Educational Communications Authority Act.

Toronto, Ontario,  
June 29, 1978.

F.N. Scott, C.A.,  
Provincial Auditor.

## Supplementary Funding

### Externally Funded Projects

#### *Old Fort William*

Funds were supplied for the translation of this program into the French language.

Funding Agents: Ontario  
Ministry of Culture and  
Recreation.

#### *Outreach Ontario*

Participation in the Ministry's project to extend cultural resources province-wide.  
Funding Agents: Ontario  
Ministry of Culture and  
Recreation

#### *Consumer Challenge Series*

Funding Agent: Ontario Ministry  
of Consumer and Commercial  
Relations.

### Externally Co-funded projects

#### *Be a Good Boy Now* sequel

Funding Agents: OECA/-  
Department of the Secretary of  
State, Canada

#### *The French Show*

Funding Agents: OECA/-  
Department of the Secretary of  
State, Canada

#### *Summer Academy*

Funding Agents: OECA/-  
Department of the Secretary of  
State, Canada

#### *Théâtre du petit écran*

Funding Agents: OTEO/-  
Secrétariat d'Etat du Canada

#### *Boucaniers d'eau douce*

Funding Agents: OTEO/-  
Secrétariat d'Etat du Canada



*Villages et visages*  
Funding Agents: OTEO/-  
Secrétariat d'Etat du Canada

*Ravinder*  
Co-producers: OTF/Rosebud  
OECA

*Géographie-Enviroscope*  
Funding Agents: OTEO/-  
Secrétariat d'Etat du Canada

*Moi aussi je parle français*  
Co-producers: RC/CMEC/  
Interimage/OTEO

*Ti-Jean*  
Funding Agents: OTEO/-  
Secrétariat d'Etat du Canada

*Nursing Ethics Distribution*  
Co-producers: Heritage Sales/  
OECA

*French Acquisitions*  
Funding Agents: OTEO/-  
Secrétariat d'Etat du Canada

*Passe-Partout*  
Co-producers: SGME/OTEO

*Guelph Spring Festival*  
Funding Agents: OECA/Festival  
Ontario

*Grandeur nature*  
Co-producers: Interimage/OTEO/  
CMEC

#### Joint Ventures

*Les apprentis cuistots*  
Co-producers: Interimage/OTEO/  
OTRQ

*Hottest Show on Earth*  
Co-producers: OECA/NFB

*The Newcomers* (VIPS rights)  
Co-producers: Imperial Oil/CBC/  
OECA

*Vista*  
Co-producers: OECA/BBC

*Déjà demain*  
Co-producers: OTEO/ORTQ

*Quality of Futures*  
Co-producers: OECA/Agence  
française d'images/ORTQ

*Olympics*  
Co-producers:  
OECA/ACCESS/SASK/-  
ORTQ/CBC

*En pays de connaissance*  
Co-producers: OTEO/CMEC/  
ORTQ/Interimage

*Les Olympiens*  
Co-producers: OTEO/ORTQ/RC

*Fish Tales*  
Co-producers: OECA/Fishtales,  
Inc.

*Adventures in History*  
Co-producers: OECA/NFB/  
ORTQ/ACCESS

*Black History*  
Co-producers: NFB/OECA

*Write On!*  
Co-producers: ITV Co-op/OECA

The Ontario Educational  
Communications Authority  
takes this opportunity to  
thank Kristiansen Cycle  
Engines Limited, Winnipeg,  
Manitoba, for their generous  
donation of \$10,000.





## The Five Regions



### The Regional Council for Northwestern Ontario

Beckie Barber  
Thunder Bay

Spence Bell  
Marathon

Robert Bourre  
Dryden

Ernest Buchan  
Fort Frances

Susan Geschwender  
Thunder Bay

William Hyder  
Thunder Bay

Rosanna Parry  
Sioux Lookout

Delia Rosenthal  
Ear Falls

Ronald Thompson  
Nipigon

The Executive  
Allan Holliday  
Kenora  
*Chairman*

Jim Eccles  
Thunder Bay  
*Vice-chairman*

Philip Mostow  
Ignace  
*Secretary-treasurer*

### The Regional Council for Northeastern Ontario

Jacques Albert  
Hearst

Michael Barkwell  
North Bay

Ken Cargill  
Gravenhurst

Dianne Decosse  
Chapleau

Paul Gray  
Nobel

Andrée Grenier  
Kapuskasing

Blaise Healey  
Kirkland Lake

Marcel Lamarche  
Garson

Elmer McVey  
Sudbury

Ron Moreau  
Sault Ste. Marie

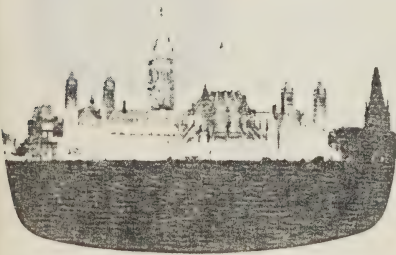
Paul Sauvé  
Sudbury

The Executive  
William Struk  
Sault Ste. Marie  
*Chairman*

Sid Tomkins  
North Bay  
*Vice-chairman*

Linda Smith  
Timmins  
*Secretary-treasurer*





### The Regional Council for Southwestern Ontario

Harry Benson  
Point Edward

George Briggs  
Owen Sound

Moira Couper  
Bayfield

James Coyne  
Chesley

Edward Pleva  
London

Paulette Richer  
Windsor

Canon  
Garwood Russell  
London

Mary Stedman  
Brantford

George Tatham  
Guelph

Douglas Waterston  
Guelph

Margaret Webster  
Teeswater

David Westfall  
St. Agatha

The Executive  
Samuel Dragich  
Windsor  
*Chairman*

Marie LeLievre  
Waterloo  
*Vice-chairman*

Ian MacPhail  
Simcoe  
*Secretary-treasurer*

### The Regional Council for Southcentral Ontario

Roger Babin  
Port Colborne

Wayne Cunningham  
Barrie

Heather Gardiner  
Lindsay

Charity Grant  
Toronto

Cathy Haeffling  
Peterborough

Ken Jeffers  
Willowdale

Ross Johnson  
Cobourg

Jo Mewett  
Peterborough

Lionel Rubinoff  
Peterborough

Pauline Weber  
Burlington

The Executive  
James Leworthy  
Haliburton  
*Chairman*

Thomas Stevens  
Agincourt  
*Vice-chairman*

Gwyneth Griffith  
Toronto  
*Secretary-treasurer*

Kim Duffield  
Palgrave  
*Recording Secretary*

### The Regional Council for Eastern Ontario

David Bartlett  
Manotick

Betty Butterill  
Ottawa

John Carley  
Smiths Falls

Yollande Charron  
Cornwall

Charles Clarke  
Renfrew

Jean Cousineau  
Ottawa

Larry Eshelman  
Ottawa

Jean Léveillé  
Hawkesbury  
*Ex-member*

Robert Owen  
Kingston

Frank Rabel  
Frankford

Robert Wylie  
Belleville

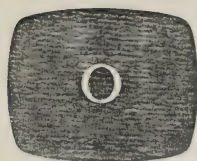
The Executive  
Jack Whyte  
Cornwall  
*Chairman*

Beverley Lazier  
Kingston  
*Vice-chairman*

Maurice Price  
Carleton Place  
*Secretary-treasurer*







**Executive Committee**  
*Advisory to the Board*  
**Chairman**  
 David Walker  
*Executive Director*

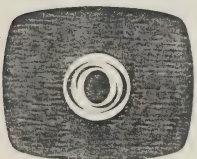
Morden Lazarus  
 Toronto  
*Advisory to the Board*  
 Burt C. Matthews  
 Waterloo  
*Advisory Council on Francophone Affairs*



Pat Annesley  
*Director*  
*Information Services*

Gabriel E. Seguin  
 Essex  
*Chairman*

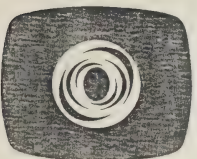
Joan Miller  
 Thunder Bay  
*Appointed November, 1977*  
 Georges Gauthier  
 Ottawa  
*President*  
*Nomination, novembre 1976*



Sandra Birkenmayer  
*General Manager*  
*Corporate Division*

Robert J. Allio  
 Toronto

Roy Megarry  
 Toronto  
*Appointed November, 1977*  
 Rémy Beauregard  
 Ottawa



Peter Bowers  
*General Manager*  
*Operations Division*

Margaret Averill  
 Marathon  
*Term ended in 1977*

Harry Pilkington  
 Montreal  
*Term ended in 1977*  
 Lionel Desjarlais  
 Ottawa  
 Marc-Yvain Giroux  
 Welland



Donald Brookes  
*General Manager*  
*Finance Division*

Ruth Bell  
 Ottawa  
*Appointed August, 1977 to replace Sr. Donovan*

Walter Pitman  
 Toronto  
 Jacqueline Guertin  
 Kapuskasing

Ron Keast  
*General Manager*  
*Educational Media Division*

A. Alan Borovoy  
 Toronto

William A. Rathbun  
 Toronto  
*Appointed November, 1977*  
 Aline Harrison  
 Windsor

Léopold Lacroix  
*General Manager*  
*French Division*

Harry Boyle  
 Toronto  
*Appointed November, 1977*

Gordon Sharwood  
 Toronto  
 Léopold Lacroix  
 OTECO  
*Membre d'office*

Lewis Miller  
*General Manager*  
*Research and Planning*

Thérèse Brunet  
 Sudbury

Léopold Lacroix  
 OECA  
 Jean Léveillé  
 Hawkesbury

Chief Executive Officer  
 T. Ranald Ide  
*Ex-officio member*

Maurice Chagnon  
 Ottawa  
*Appointed November, 1977*

Sandra Birkenmayer  
 OECA  
 T. Ranald Ide  
 OECA  
*Ex-officio member*  
 Albert Régimbal  
 Sudbury

Patricia Donovan  
 Toronto  
*Resigned in 1977*

*Secretariat:*  
 Lewis Miller  
 OECA

Ian J. Fife  
 Etobicoke

Ignacy Waniewicz  
 OECA

J. Roby Kidd  
 Toronto  
*Term ended in 1977*

Judy LaMarsh  
 Toronto  
*Appointed November, 1977*

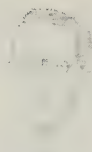


# The Board of Directors

T. RanaId Ide  
Toronto  
*Chairman*



Jack M. Porter  
Clarkson  
*Vice-chairman*



Ruth M. Bell  
Ottawa



Clare R. MacLeod  
Windsor  
*Term ended  
30 June, 1977*



Edward F. Boehler  
Toronto



H. Ian Macdonald  
Toronto  
*Term ended  
30 June, 1977*



Patricia Donovan  
North Bay  
*Term ended  
3 September, 1977*



Burt C. Matthews  
Waterloo



Marion Evans  
Toronto



Robert E. Michels  
Atikokan



Georges Gauthier  
Ottawa



John A. Radford  
Brockville



Marc-Yvain Giroux  
Welland  
*Appointed  
24 August, 1977*



Alan Salmon  
Burlington  
*Appointed  
4 September, 1977*



Edwin R. Jarman  
London  
*Appointed  
21 September, 1977*



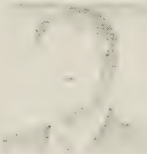
Henry J. Wiens  
Niagara-on-the-Lake



Barbara Held  
*Executive  
Coordinator*



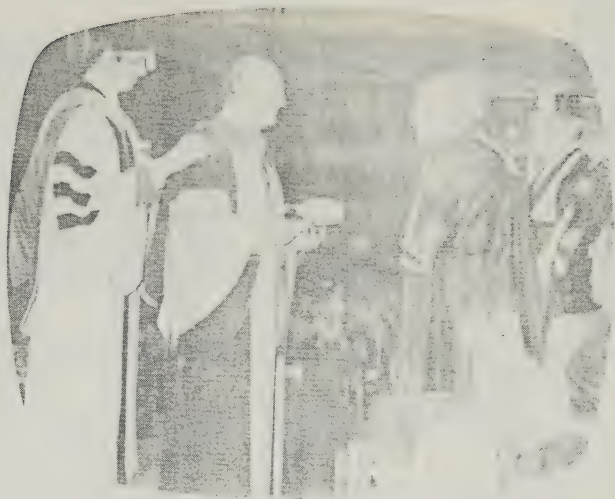
Donald S. Mills, QC  
*Secretary and  
General Counsel*





*Spring Convocation,  
Queen's University,  
1978*

*Dr. Ide is hooded  
by Dean Tom  
Williams of the  
faculty of  
education.  
Chancellor Roland  
Michener  
exchanges a few  
words with Dr. Ide  
as Principal  
Ronald L. Watts  
looks on.*



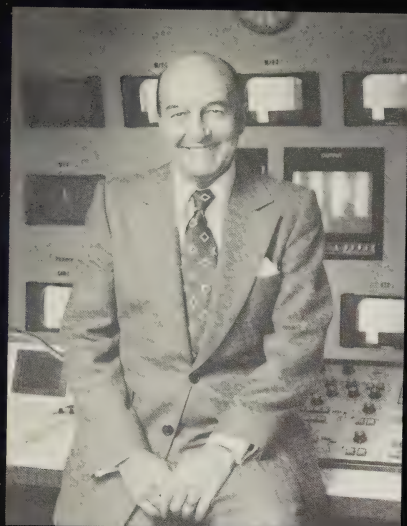
**T. Ran Ide, BA  
LL D (Queen's)  
LL D (Waterloo)**

The members of the Board of Directors of the Ontario Educational Communications Authority are pleased to recognize the justly deserved honours recently bestowed upon our chairman, Ran Ide. In May, 1978, he was awarded honorary degrees of Doctor of Laws by Queen's University and by the University of Waterloo.

The board is proud that the outstanding leadership of Dr. Ide in developing the OECA to its present level of excellence has been acknowledged by the academic community.







“Learning is a lifelong process. It is a public right and a public good. The powerful electronic media our scientists and technologists

have devised must be used to this end.... It is not a question of whether or not we can afford educational programs. We must do so and use these new technologies or we will find our societies, our value systems and ourselves destroyed.”

*T.R. Ide, Chairman, OECA*

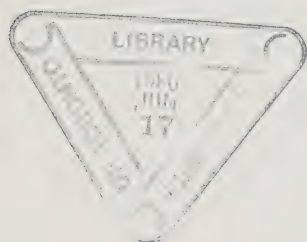


The Ontario Educational  
Communication Authority

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Designed by the Graphic Design Section, OECA

Designer: Dick Derhodge

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## Letter to the Minister

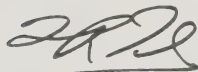
August 18, 1979

The Honourable Reuben C. Baetz,  
Minister of Culture and Recreation,  
Queen's Park,  
Toronto, Ontario

Dear Sir:

In accordance with the provision of Section 12 (1) of the Act to Establish The Ontario Educational Communications Authority, I submit herewith the eighth Annual Report of The Ontario Educational Communications Authority for the year ended March 31, 1979.

Yours very truly,



T.R. Ide  
Chairman

DEPOSITORY LIBRARY MATERIAL

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## The Chairman's Statement

In this my last statement as Chairman of the OECA I hope I may be forgiven for introducing a few personal observations about the Authority and its role as an educational and communications institution in this province.

In the first annual report of this organization some nine years ago, I used a quote from H.G. Wells, "Human history becomes more and more a race between education and catastrophe." Last May, in Salzburg, Austria, at a meeting of the Club of Rome, Aurelio Peccei, in his opening address, stated that "while humanity has

nowadays at its disposal an impressive wealth of information, knowledge and know-how and a formidable array of tools of which previous epochs could not even have dreamed, it nevertheless finds itself ever more ensnared in an unprecedented, inextricable maze of problems which overarch the entire planet." He specifically mentioned institutional and environmental decay, loss of faith, frustration, intolerance, violence, stagflation, unemployment, lack of purpose and lack of leadership. Peccei ended, however, on a note of optimism and hope—"As the modern version of *Homo sapiens*, we are still unfinished; we have yet to complete the cultural evolution which alone can resolve our internal dichotomy and permit us to live with the mutations we have already provoked . . . The most important task now is, simply, to learn how to do this while there is still time."

I could not help but be moved by his words and to relate them to the philosophy that underlay and still underlies this unique organization we call the OECA. Learning is a lifelong process. It is a public right and a public good. The powerful electronic media our scientists and technologists have devised must be used to this end. In no way do I mean to suggest that to use them for entertainment purposes is wrong, but I stress that they must also be used to provide educational opportunities for people of all ages. It is not a question of whether or not we can afford educational programs. We must do so and use these new technologies or we will find our societies, our value systems and ourselves destroyed.

Fortunately, the last nine years at the OECA have seen our successes far outnumber our failures, and we have grown. Our performance has improved every year and our reach has been extended to cover over 85 percent of the people of this province. Our programming has been innovative, provocative, and not infrequently, has met the very high expectations that board and staff have had for it. In a relative sense we have done very well indeed. The OECA is

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recognized in a large part of this globe as the best. Visitors from other countries, international publications, and increasing sales attest to this.

To be the best, unfortunately, is not good enough. We are a long way from finding ways in which we can provide assistance to people in coping with the problems enumerated by Peccei. But the mechanism exists and those jurisdictions are fortunate indeed who have had the foresight to establish agencies such as the OECA. It is with profound regret that I leave this remarkable organization and the remarkable people, board members, advisory council members and staff who have made such success as we have achieved possible.

I have confidence in the future, although this confidence is somewhat reduced when I learn that spending constraints are likely to continue or that new policies regarding education are going to be established. Certainly we may need new policies but first surely it is necessary to reexamine our philosophy, or rather philosophies, of education. We need to look at the large picture before we try to apply the microscope to its parts. We need a renewed commitment to education and I use the word "education" in its broadest sense. Perhaps we overreacted somewhat in the sixties when money was plentiful and the Hall-Dennis report was fashionable. But if we did, it is not nearly to the same degree that we have overreacted with respect to the costs of education in the mid to late seventies. We must try to understand the needs of our children, our minorities, those with special problems and, above all, of ourselves. If there is a sacrifice involved in meeting these needs, we need to be prepared to make it.

This past year has been a good if difficult one. Financial resources did not keep pace with inflation. As a result, we have had to rely more on imports from abroad than on production designed to meet the specific needs of the people of this province. If we increased our imports, however, we also increased our exports, particularly in the area of programs for schools. The United States, along with the other provinces of Canada, acquired a substantial number of series. Seven thousand individual sales were made involving some fifty different programs or program series. We became, I believe, the largest exporter of Canadian culture to our friendly, but almost overpowering, neighbour to the south.

We continued our commitment to research. In particular, we are participating both with the Federal Department of Communications in the development of their new teletext system, Telidon, and with Bell Canada in their version, Vista. The opportunities and the promise here seem almost unlimited. If we have the wit and the commitment to develop the appropriate software, that is, content, for these delivery systems of tomorrow, we should be better able to cope with the complexities mentioned earlier.

UNESCO funded us to produce a description of our planning process. This was both a compliment to the organization and an opportunity to articulate our present practice. A program analyzer was invented by one of our staff, Rand





*"Much of the success of instructional programs such as Readalong was a result of the cooperation between production and research in meticulously examining the effects of various formats before committing ourselves to a major series."*

Nickerson, and was acclaimed at the annual meeting of the National Association of Educational Broadcasters. This device greatly improved our ability to do formative research—a necessary but expensive step in determining the effectiveness of any program in reaching its educational objectives. Much of the success of instructional programs such as *Readalong* was a result of the cooperation between production and research in meticulously examining the effects of various formats before committing ourselves to a major series.

It is difficult to write separately about the work of the various divisions of the Authority. That is, Operations, Corporate, French Services, Educational Media, Information Services, Finance, and Research. While structurally they differ and each has its individual responsibilities, all are integrated to accomplish the major goals and objectives approved annually by the board of directors. Among important innovations that have affected our progress during the past nine years are: the decision to have a utilization section, the creation of regional councils, the establishment of a videotape distribution system, and the decision not only to produce curriculum-related materials for the schools but also to ensure that these materials formed an integral part of the curriculum. All of these during the initiation period were cross-divisional projects.

Naturally, these decisions assumed a commitment to the production and distribution of television and other electronic media programs. This has long been the stated goal of the Authority, but success could not have been achieved without recognition that no medium of education is self-sufficient. Learning is a complex process that involves interaction with people, places, books and every form of experience. It is the work of Corporate to ensure that we relate to the

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diverse needs of the people who live in the various regions of this province. It is the responsibility of the utilization branch to determine whether print and other materials are a part of that learning system. Information services must ensure that the materials are readable and that their availability and the availability of the programs to which they relate are known to the people we are trying to serve. A television program without a picture is useless. In Operations we know that our distribution system technically is among the best. But distribution is much more than towers, transmitters and control panels. Distribution also includes scheduling, and is as much an element of content as is the script or the talent. Without effective financial controls we would soon lose our credibility. It is reassuring to those on the board who are responsible, and to the public who provide us with the funds, to know that the organization, after a few early difficult years, has always operated within its budget.

It is impossible in a limited space to describe all aspects of our operation or to pay tribute to those many people who have made the OECA the organization that it is. Design and graphics, year after year, capture an unusually large number of awards internationally. These, and the program awards, are listed separately in this report; but since the official beginning of the provincial commitment to educational communications, their number has grown and now cumulatively totals 186.

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*"Today the OECA remains the only provincial educational communications agency to provide services in both languages."*

*"Projects included Allô, êtes-vous là? which was used in a satellite experimental project. Two popular programs, Communiqué and Introspec, came of age, and attention was paid to the multi-cultural needs of the province with Pays et peuples, En pays de connaissance, and Les enfants d'ailleurs."*

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The commitment to provide programs in French was made early in 1970. Today the OECA remains the only provincial educational communications agency to provide services in both languages. As a board we felt the decision was right in 1970. We believe that it is still right today. A few years ago the board established the Francophone Advisory Council. Among a number of helpful recommendations was one to establish a French Services Division. In this, the first full year of its operation, practical and operational recognition was accorded to it. Its mandate and responsibilities across divisional lines were established and fully

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endorsed by the other divisions of the Authority. Sixty half-hour programs were completed in the preschool and primary area. A 52-part series in français for grades four, five and six was finished and has been integrated into the curriculum by several school systems. These, together with a two-year project plan in geography, made a significant contribution to the schools of the province and, in accordance with stated objectives, were of an almost exclusive Franco-Ontarian content. Progress was also achieved in the open sector. Projects included *Allô, êtes-vous là?*, which was used in a satellite experimental project. Two popular programs, *Communiqué* and *Introspec*, came of age, and attention was paid to the multicultural needs of the province with *Pays et peuples*, *En pays de connaissance*, and *Les enfants d'ailleurs*.

The Francophone Advisory Council continued to provide us with invaluable advice. In addition to their concern for a separate service in French to those areas where the population density would justify it, they successfully promoted a bilingual policy for *TVO Plus*, the Annual Report, broadcast schedules and program catalogues.

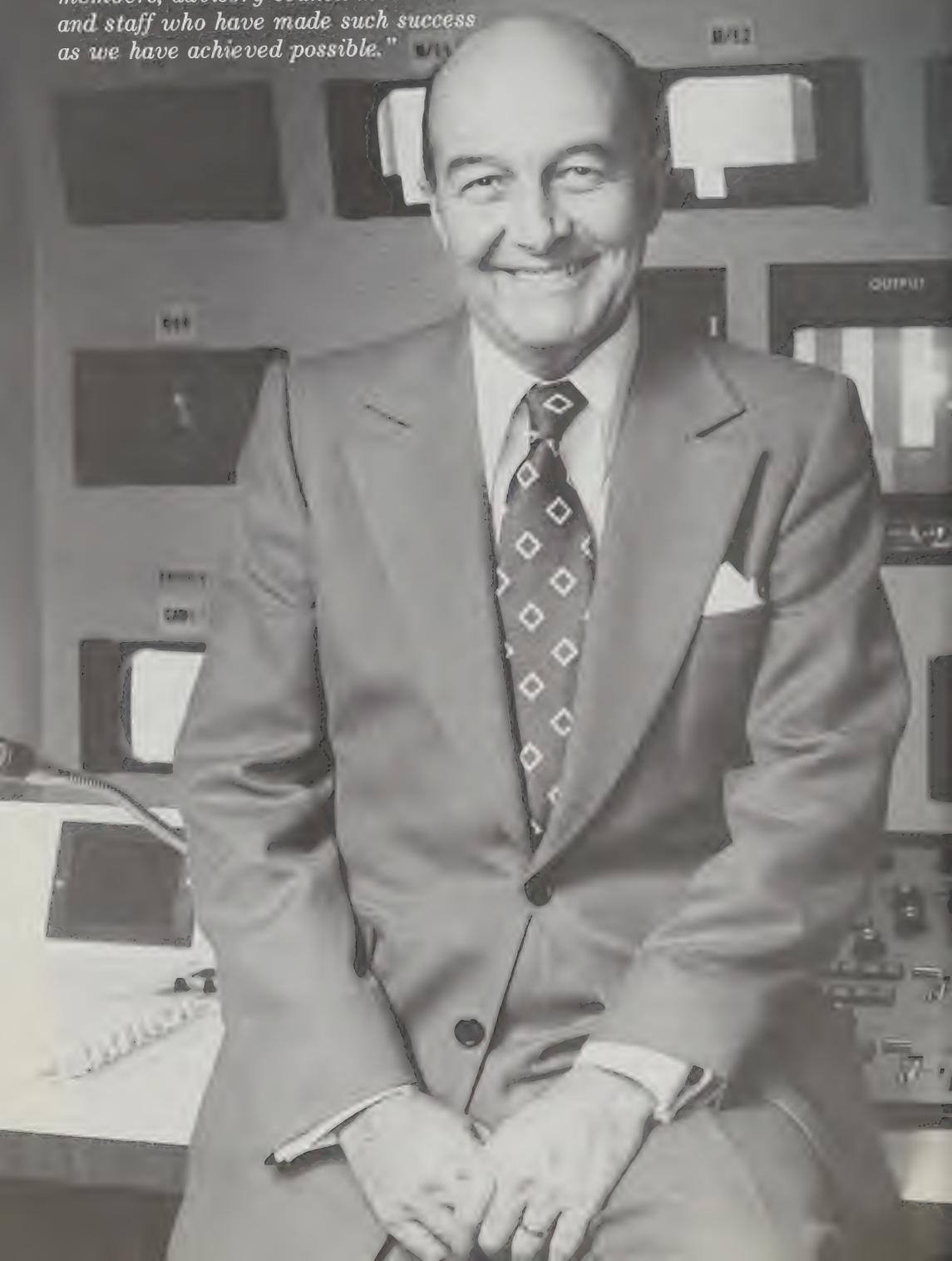
The Educational Media Division continued to provide programs for English-speaking Canadians at all levels. Some 1,700 program units were produced and distributed during the past year. Audiences continued to grow and, including both French- and English-speaking citizens, reached a new high of 1,640,000 people who watched on an average of over two hours per week. A series of thirteen programs, *Fast Forward*, which dealt with the micro-electronic revolution, was particularly well received. The family viewing period from 5 to 8 p.m. described last year was continued and proved to be increasingly successful. Viewing statistics indicated that over 50 percent of the very young children tuned into the TVOntario network to watch their "favourite shows". This confirms our opinion that distribution is also content and cannot be divorced from it. The schools branch carried on their production of programs that intrigued and interested both pupils and teachers.

Controversy was not absent, nor could one expect it to be. *The Jesus Trial*, designed to be a statement against prejudice, was found to be offensive by a group of highly respected religious leaders. On the other hand, it was highly praised, both for its artistic merits and its powerful and evocative stand against anti-Semitism.

The five regional councils served as the Authority's eyes and ears around the province. This year the councillors in the northwestern and northeastern regions saw the results of their efforts to secure the extension of the TVOntario service in the north as three new transmitters began operating in Thunder Bay, Sudbury and Sault Ste. Marie. The southwestern, southcentral and eastern councillors continued to raise public awareness of existing service in their regions. Earlier, the establishment of advisory councils was pointed to as a major reason for such success as the OECA achieved. Their importance to the future development of the Authority will be equally vital.



*"It is with profound regret that I leave this remarkable organization and the remarkable people, board members, advisory council members and staff who have made such success as we have achieved possible."*



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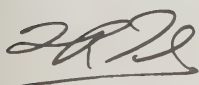
To speak of the future is also to speak of the Long-Range Planning Advisory Council. Institutions find it very difficult to plan for the long term. It is characteristic of society that its organizations are continually beset by a series of almost daily minor crises. Minor crises they may be, but they nevertheless appear magnified by their proximity, and they cry out for immediate attention. Yet it is obvious that the successful organization is an organization that is able to act within the context of constant change. The organization that is only able to react is doomed to mediocrity or failure. Long-range planning, then, is vital. The members of this group represent themselves but are also themselves representative of various sectors of society, bound together by a common sense of idealism and concern for the future. It is difficult to speak of their achievements because their major achievement is to force the organization to think: to think about changing technologies — discs, fibre optics, teletext systems, satellites, etc; to think about the future of the province, the place of the small town and the preservation of important values of the past; and, finally, about changing value systems themselves.

It is hard for me to leave the OECA. It is hard to leave the people who lead it, an outstanding executive director and an executive committee who seem willing to work twenty-four hours a day if necessary. It is hard to leave the hundreds of people in an incredible number of fields who have built this organization. It is hard to leave my colleagues and former colleagues who have provided the guidance, the courage, the talent and the integrity that have made the continuing board of directors such a powerful instrument in carrying the enormous burden of responsibility for this unusual thing called the OECA.

There are so many others, of course. I will miss the members of the advisory councils, the advisory committees, the teachers, the trustees, the educational leaders and the politicians who have given us their trust. I will also miss members of the press and the other broadcasters who have been critical at times but always constructive, and have been willing to help when help was needed.

Of course, there is a special “thank you” to the public who have borne with us these many years — who have suffered our mistakes, but who communicate by their calls, their letters and just by tuning in.

Finally, a word about the new Chairman and Chief Executive Officer, Dr. James Gordon Parr. Dr. Parr is eminently qualified for the position. In addition to his experience as an educator and broadcaster, he possesses those rare personal skills that are so necessary in managing an organization as complex as this one. I know the future of the OECA is assured.



T.R. Ide  
Chairman



## Graphic Design Awards

*During 1978-79 OECA won 26 Graphics and Design Awards from the National Association of Educational Broadcasters, Washington, D.C.*

Graphics & Design Award:  
Promotions, for *Let's Write*  
Designer: Tom Pilsworth

Graphics & Design Award:  
Promotions, for *Shire Horses*  
Designer: Peter Wootton

Graphics & Design Award:  
Promotions, for *Saturday Night at the Movies*  
Designer: Peter Wootton

Graphics & Design Award:  
Promotions, for *Témoignages d'Israël*  
Designer: Joyce Cosby

Graphics & Design Award:  
Promotions, for *Entre deux cosmos*  
Designer: Joyce Cosby

Graphics & Design Award:  
Promotions, for *Cavalleria rusticana/Pagliacci*  
Designer: Joyce Cosby

Graphics & Design Award:  
Promotions, for *Rigoletto*  
Designer: Joyce Cosby

Graphics & Design Award:  
Promotions, for *Don Giovanni*  
Designer: Joyce Cosby

Graphics & Design Award:  
Promotions, for *Race Is a Four-Letter Word*  
Designer: John Randle

Graphics & Design Award:  
Promotions, for *Tchaikovsky: The Nutcracker*  
Designer: John Randle

Graphics & Design Award:  
Station identification, for *TVOntario*  
Designer: Dick Derhodge

Graphics & Design Award:  
Christmas station identification, for *TVOntario*  
Designer: Dick Derhodge

Graphics & Design Award:  
Program Guides, for *The World of B.J. Vibes*  
Designer: John Randle

Graphics & Design Award:  
Program Guides, for *The French Show*  
Designer: Joanna Kubicki

Graphics & Design Award:  
Program Guides, for *Be a Good Boy Now*  
Designer: Roswita Busskamp

Graphics & Design Award:  
Catalogues, for *TVOntario Marketing Catalogue*  
Designer: John Randle

Graphics & Design Award:  
Flyers, for *10 rue Toronto*  
Designer: John Randle

Graphics & Design Award:  
Five *TVOntario* newspaper inserts  
Designer: Ross Gray

Graphics & Design Award:  
Folders, for *TVOntario Utilization Package*  
Designer: Dick Derhodge

Graphics & Design Award:  
Folders, for *Personal Spaces*  
Designer: Dick Derhodge

Graphics & Design Award:  
Publications, for *The 1977 NAEB Graphics and Design Awards*  
Designer: Dick Derhodge

Graphics & Design Award:  
Annual Reports, for *The 1977/78 OECA Annual Report*  
Designer: Dick Derhodge

Graphics & Design Award:  
Animation, for *McManus*  
Designer: Dick Derhodge

Graphics & Design Award:  
Animation, for *Music Inc.*  
Designer: Dick Derhodge

Graphics & Design Award  
(Award of Excellence):  
Animation, for *Personal Spaces*  
Designer: Dick Derhodge

Graphics & Design Award  
(Award of Excellence):  
Animation, for *TVOntario Identification*  
Designer: Dick Derhodge





## Program Awards

### San Francisco Broadcast Media Awards, 1978

Award: Broadcast Media Award (Noncommercial Television: Institutional)

Program: *Write On!/Cinderella Newton*

Producer: Philip Nixon

### AMTEC '78 Media Festival, 1978, Regina

Award: Certificate of Merit

Program: *Be a Good Boy Now*

Producer: Christa Singer

Award: Certificate of Merit

Program: *Parlez-moi/Sol on the Telephone*

Producers: David Stansfield and Denise Boiteau

### The Cindy Awards, 1978, International Film Producers of America, Vail, Colorado

Award: Finalist Award

(Educational/Science)

Program: *Fish Tales/Hardshell Heroes*

Production: Co-production with OECA and Fishtales, Incorporated

### The Chicago International Film Festival, 1978

Award: Gold Plaque (Network Television/Educational)

Program: *Parlez-moi/Sol on the Telephone*

Producers: David Stansfield and Denise Boiteau

Award: Silver Plaque (Network Television/Educational)

Program: *Music Inc./Canadian Brass*

Producer: Clive VanderBurgh

### The International Film and Television Festival of New York, 1978

Award: Bronze Award (Network Television Educational Series)

Program: *Write On!*

Producer: Philip Nixon

Award: Silver Award (Special-education Production)

Program: *A Different Understanding/What Do You Do With a Kid Like That?*

Producer: Babs Church

### The Greater Miami International Film Festival, 1978

Award: Silver Medal (Children's Educational Television)

Program: *Music Inc./Canadian Brass*

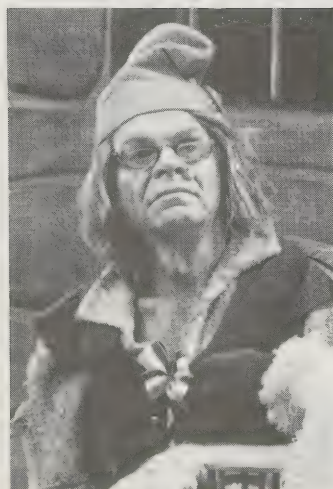
Producer: Clive VanderBurgh

Award: Silver Medal (Children's film)

Program: *Fish Tales/Horatio's New Shell*

Production: Co-production with OECA and Fishtales, Incorporated

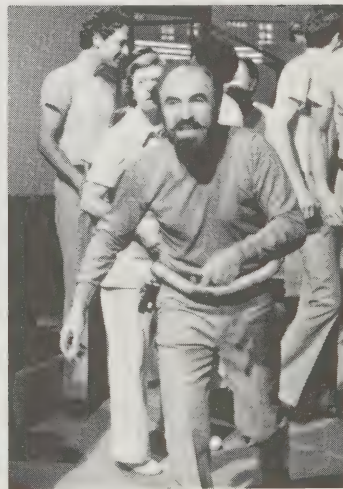
*Write On!*



*Music Inc.*



*The Ugly Little Boy*





**Columbus International Film Festival, 1978, Ohio**

Award: Chris Bronze Plaque  
(Education category)

Program: *Requiem for Literacy?*  
Producer: Gladys Richards

Award: Chris Bronze Plaque  
(Performing Arts-Music)

Program: *Outreach Ontario/  
Symphony*

Producer: Alistair Brown

Award: Chris Bronze Plaque  
(Performing Arts-Music)

Program: *Classics Dark and  
Dangerous/The Ugly Little Boy*  
Producer: Don Thompson

Award: Chris Bronze Plaque  
Program: *Fish Tales/Hardshell  
Heroes*

Production: Co-production with  
OECA and Fishtales,  
Incorporated

**Canadian Film Awards, 1978,  
Toronto**

Award: Best Documentary under  
30 minutes

Program: *The Hottest Show on  
Earth*

Production: Co-production with  
OECA and National Film Board

Awards: Best Direction

Best Cinematography

Best Screenplay

Best Sound

Best Art Direction

Best Supporting Actor

(Non-feature categories)

Program: *L'âge de la machine*

Production: Co-production with  
OECA and National Film Board

**Ohio State Awards, 1979**

Award: Ohio State Award (Per-  
forming Arts and Humanities)

Series: *Outreach Ontario*

Producer: Michael Myers

Award: Ohio State Award (Per-  
forming Arts and Humanities)

Series: *Let's Write*

Producer: Milton van der Veen

Award: Ohio State Award (Per-  
forming Arts and Humanities)

Series: *Write On!*

Producer: Philip Nixon



# The Ontario Educational Communications Authority

(Incorporated Without Share Capital Under The Ontario Educational Communications Authority Act)

## Balance Sheet

As at March 31, 1979

### Assets

	1979	1978
<b>Current Assets</b>		
Cash	\$ 274,639	\$ 1,344,324
Accounts Receivable:		
Trade	323,025	236,767
Other	1,270,800	1,300,799
	1,593,825	1,537,566
Inventories: (Note 1a)		
Program support material	34,302	12,210
Film and videotape	314,788	279,680
Stores and supplies	297,000	251,356
Production work in progress	1,177,997	896,765
	1,824,087	1,440,011
Prepaid Expenses	250,600	193,464
<b>Total Current Assets</b>	<b>3,943,151</b>	<b>4,515,365</b>
<b>Long-Term Accounts Receivable</b>	<b>35,802</b>	
<b>Microwave Rights</b> (Note 2b)	<b>506,768</b>	<b>570,114</b>
<b>Fixed Assets: (Note 1b)</b>		
Land	204,676	192,227
Buildings	1,426,265	979,558
Technical and engineering equipment	13,814,195	11,495,168
Furnishings and equipment	824,322	727,666
Leasehold improvements	1,335,288	1,317,909
Projects under construction		1,397,229
	17,604,746	16,109,757
Less: Accumulated depreciation and amortization (Note 1b)	9,587,369	7,508,185
<b>Net Fixed Assets</b>	<b>8,017,377</b>	<b>8,601,572</b>
<b>Total Assets</b>	<b>\$12,503,098</b>	<b>\$13,687,051</b>

See accompanying notes to financial statements.

On behalf of the board:



Director



Director

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**Liabilities and Equity of the Province of Ontario**

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	1979	1978
<b>Current Liabilities:</b>		
Accounts payable and accrued liabilities	\$3,050,081	\$3,259,041
Contractors' holdbacks	3,381	193,155
Deferred revenue (Note 2)	824,320	1,198,637
<b>Total Current Liabilities</b>	<b>3,877,782</b>	<b>4,650,833</b>
<b>Long-term Debt (Note 5)</b>	<b>1,528,346</b>	<b>1,623,754</b>
<b>Equity of the Province of Ontario:</b>		
Fixed Assets:		
Balance, beginning of year	6,882,409	6,309,563
Net additions (Notes 1b and 2)	1,713,766	2,451,783
	8,596,175	8,761,346
Less: Depreciation and amortization (Note 1b)	2,079,184	1,878,937
Balance, end of year	6,516,991	6,882,409
Microwave Rights (Note 2b)	506,768	570,114
Surplus (deficit)	73,211	(40,059)
<b>Total Equity</b>	<b>7,096,970</b>	<b>7,412,464</b>

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<b>Total Liabilities and Equity</b>	<b>\$12,503,098</b>	<b>\$13,687,051</b>
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*See accompanying notes to financial statements.*

**The Ontario Educational Communications Authority**

*Statement of Revenue and Expenditure and Surplus for the year ended March 31, 1979*

	1979	1978
<b>Revenue:</b>		
Basic grants, Province of Ontario (Note 3a)	\$20,805,200	\$19,900,200
Program sales	505,360	298,408
Videotape program service sales	283,443	446,523
Co-funding (Note 3b)	2,227,095	1,471,817
Other income	428,560	331,271
	24,249,658	22,448,219
<b>Operating Expenses:</b>		
Program production (Note 1c)	14,200,092	13,449,808
Program utilization and support materials	1,802,588	1,558,476
Broadcast distribution (Note 4a)	2,714,326	2,308,967
Videotape program service	670,932	848,729
Research, planning and program evaluation	726,237	681,695
Advertising and promotion	826,082	645,854
Administration (Note 4b)	2,451,457	2,011,004
	23,391,714	21,504,533
<b>Excess of revenue over operating expense</b>	857,944	943,686
<b>Fixed assets purchased from revenue</b>	744,674	919,413
<b>Surplus for the year</b>	113,270	24,273
<b>Deficit at beginning of year</b>	(40,059)	(64,332)
<b>Surplus (deficit) at end of year</b>	<b>\$ 73,211</b>	<b>\$ (40,059)</b>

*See accompanying notes to financial statements.*

# The Ontario Educational Communications Authority

Notes to Financial Statements March 31, 1979

## 1. Significant Accounting Policies

### a) Inventories

Program support materials, film and videotape and stores and supplies are valued at the lower of cost or net realizable value, with cost being determined on a first-in, first-out basis. Production work in progress is valued at cost.

### b) Fixed assets, depreciation and amortization

Fixed assets are expensed in the year of acquisition. For balance sheet purposes, fixed assets are valued at acquisition cost except for certain fixed assets which were contributed on January 3, 1971. Such assets are valued at their estimated replacement cost on that date.

Net additions consist of fixed assets purchased from revenue and fixed assets acquired for the expansion of the network.

For balance sheet purposes, depreciation is provided at varying rates on a diminishing balance method. The cost of leasehold improvements is amortized over the period of tenancy of the premises to which such costs apply.

### c) Program production

Program production costs include direct costs such as free-lance staff and crews, studio facilities, property settings, film processing, program rights and acquisitions, as well as staff and facilities within the Authority whose main activities are directed to program production.

## 2. Network Expansion Project

### a) Phase 2

The Province of Ontario has financed the extension of the broadcast network to five additional locations in Ontario.

To March 31, 1979, \$4,988,500 has been received from the

Province of Ontario and \$4,944,811 has been spent, mainly on land, buildings design, engineering, construction and technical equipment costs. During the current year \$42,834 was expended and no grant was received. The unexpended balance of \$43,689 has been deferred to next year.

### b) Phase 3

The Province of Ontario has financed the construction of transmission facilities and the provision of microwave services for Sudbury, Thunder Bay and Sault Ste. Marie.

To March 31, 1979, \$3,033,000 has been received from the Province of Ontario and \$2,898,827 has been spent on construction at all five sites and to provide microwave services for Sudbury and Thunder Bay until 1986. This includes a grant of \$630,000 and expenditures of \$707,482 in the current year. The unexpended cumulative balance of \$134,173 has been deferred to next year.

The portion of the above cost pertaining to microwave rights, amounting to \$633,460 incurred in the fiscal year 1977, is being amortized on a straight line basis over the period of the agreement.

## 3. Province of Ontario Grants

### a) Basic:

	1979	1978
	\$20,805,200	\$19,900,200

### b) Special Co-funding:

	1979	1978
	\$ 930,752	\$ 446,768

## 4. Lease Commitments

### a) Transmission facilities

The Authority has entered into long-term leases and agreements

to pay operating costs of transmission facilities having varying terms of up to 20 years plus options to renew for additional periods. Lease payments in the current year amounted to \$717,599, and approximate future annual lease payments will be \$822,739.

### b) Premises

The Authority's premises at 2180 Yonge Street, Toronto, are leased at an annual rental of \$721,318 under an agreement to lease for an initial period of 15 years that began April 1, 1972.

## Long-term Debt

The Authority has a repayment agreement with the Crown Assets Disposal Corporation for the capital costs of Channel 19 transmission facilities located on the CN Tower. The periods covered are from 1979 to 1997 at interest rates of 8 1/16 per cent to 9 3/4 per cent.

## 6. Comparative Figures

Certain comparative figures have been restated to conform to 1979 presentation.

## 7. Anti-Inflation Legislation

Pursuant to the terms of an agreement between the Province of Ontario and the Government of Canada, the Authority was subject to controls on compensation instituted by the Government of Canada in the Anti-Inflation Act, effective from October 14, 1975 to December 31, 1978.

## 8. Pension Plan

The actuarial review of the Authority's pension plan at January 1, 1979 revealed the plan to be fully funded.





Ontario

Office of the  
Provincial  
Auditor

416/965-1381

Parliament Buildings  
Queen's Park  
Toronto, Ontario  
M7A 1A2

To The Ontario Educational Communications Authority and to the Minister of Culture and Recreation.

I have examined the balance sheet of The Ontario Educational Communications Authority as at March 31, 1979 and the statement of revenue and expenditure and surplus for the year then ended. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as I considered necessary in the circumstances.

In my opinion, these financial statements present fairly the financial position of the Authority as at March 31, 1979 and the results of its operations for the year then ended in accordance with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

A report on the audit has also been made to the Authority and to the minister in accordance with section 11 of The Ontario Educational Communications Authority Act.

Toronto, Ontario,  
August 3, 1979.

F.N. Scott, FCA,  
Provincial Auditor.

## Supplementary Funding

### Externally Funded Projects

#### *Outreach Ontario*

Participation in the Ministry's project to extend cultural resources province-wide  
Funding Agents: Ontario Ministry of Culture and Recreation

### Externally Co-funded Projects

#### *One World*

Funding Agents: OECA/Canadian International Development Agency (via National Film Board)/UNESCO

#### *Fast Forward*

Funding Agents: OECA/Department of Communications, Canada (via National Film Board)

#### *Moi aussi, je parle français*

Funding Agents: OTEO/Conseil des Ministres de l'Éducation (Canada)/Secrétariat d'État du Canada

#### *Pays et peuples*

Funding Agents: OTEO/Conseil des Ministres de l'Éducation (Canada)

#### *Sois prêt*

Funding Agents: OTEO/Association des Scouts, Canada

#### *Child Adoption*

Funding Agents: OECA/Children's Aid Society of Metropolitan Toronto

#### *Nursing Education Media Project*

Funding Agents: OECA/Ontario Colleges of Applied Arts and Technology/Registered Nurses Association of Ontario

#### *Parlez-moi*

Funding Agents: OTEO/Secrétariat d'État du Canada

#### *Introspec*

Funding Agents: OTEO/Secrétariat d'État du Canada

#### *Racines des Canadiens*

Funding Agents: OTEO/Secrétariat d'État du Canada

#### *Les Boucaniers d'eau douce*

Funding Agents: OTEO/Secrétariat d'État du Canada

#### *Géographie—le Canada*

Funding Agents: OTEO/Secrétariat d'État du Canada

#### *Ti-Jean*

Funding Agents: OTEO/Secrétariat d'État du Canada

#### *Passe-Partout*

Funding Agents: OTEO/Secrétariat d'État du Canada  
Service général des moyens d'enseignement

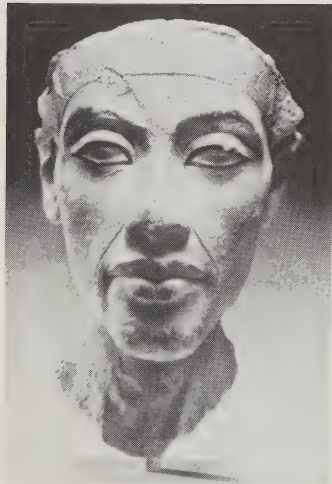
#### *Issues*

Funding Agents: OECA/Department of the Secretary of State, Canada

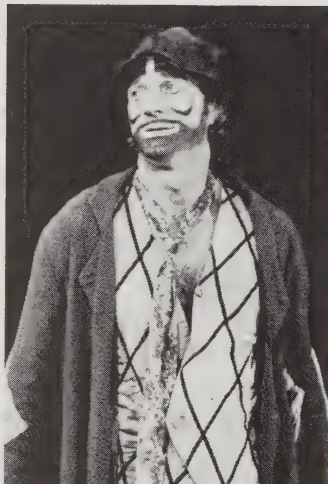
#### *Vista*

Funding Agents: OECA/Ontario Ministry of Natural Resources

*Pays et peuples*



*Parlez-moi*



*Passe-Partout*



## The OECA Regional Councils

Northwestern Ontario	Northeastern Ontario	Southwestern Ontario	Southcentral Ontario	Eastern Ontario
Beckie Barber Thunder Bay	Jacques Albert Hearst	George Briggs Owen Sound	Roger Babin Port Colborne	David Bartlett Manotick
Spence Bell Marathon	Mary Ascah Huntsville	Moir Couper Bayfield	Doug Cooper Hamilton	Carolyn Burwell Ottawa
Robert Bourre Dryden	Dianne Decosse Chapleau	James Coyne Chesley	Nada Costa Toronto	John Carley Smiths Falls
Susan Geschwender Thunder Bay	Joseph Giroux Sudbury	Ian MacPhail Simcoe	Charity Grant Toronto	Yollande Charron Cornwall
Hilda Holm Geraldton	Paul Gray Nobel	Brian Peifer Chatham	Ken Jeffers Agincourt	Charles Clarke Renfrew
William Hyder Thunder Bay	Andrée Grenier Kapuskasing	Edward Pleva London	Ross Johnson Cobourg	Gladys Darling Brockville
Pamela McKeever Terrace Bay	Blaise Healey Kirkland Lake	Garwood Russell London	James Leworthy Haliburton	Larry Eshelman Ottawa
Rosanna Parry Sioux Lookout	Marcel Lamarche Garson	Mary Stedman Brantford	Jo Mewett Peterborough	Frank Rabel Frankford
Don Prodanyk Thunder Bay	Elmer McVey Sudbury	George Tatham Guelph	Jim Onyschuk Toronto	André Richard Ottawa
Kelsey Saunders Fort Frances	Ron Moreau Sault Ste. Marie	Margaret Webster Teeswater	Lionel Rubinoff Peterborough	Donald Russell Cornwall
Ronald Thompson Nipigon	William Struk Sault Ste. Marie	<b>The Executive</b> Samuel Dragich Windsor <i>Chairman</i>	Pauline Weber Burlington	<b>The Executive</b> Beverley Lazier Kingston <i>Chairman</i>
<b>The Executive</b> Allan Holliday Kenora <i>Chairman</i>	Bernardine Yackman Sudbury	Marie LeLievre Waterloo <i>Vice-chairman</i>	<b>The Executive</b> Thomas Stevens Agincourt <i>Chairman</i>	Jean Léveillé Hawkesbury <i>Vice-chairman</i>
Jim Eccles Thunder Bay <i>Vice-chairman</i>	<b>The Executive</b> Sid Tomkins North Bay <i>Chairman</i>	Paulette Richer Windsor <i>Secretary- Treasurer</i>	Gwyneth Griffith Toronto <i>Vice-chairman</i>	Maurice Price Carleton Place <i>Secretary- Treasurer</i>
Philip Mostow Ignace <i>Secretary- Treasurer</i>	Linda Smith Timmins <i>Vice-chairman</i>		Heather Gardiner Lindsay <i>Secretary- Treasurer</i>	Robert Wylie Belleville <i>Executive Committee Member</i>
	Michael Barkwell North Bay <i>Secretary- Treasurer</i>			

# The Committees

## Executive Committee

Chairman  
David Walker

*Executive Director*

Pat Annesley  
*Director  
Information  
Services*

Sandra Birkenmayer  
*General Manager  
Corporate Division*

Peter Bowers  
*General Manager  
Operations Division*

Donald Brookes  
*General Manager  
Finance Division*

Ron Keast  
*General Manager  
Educational Media  
Division*

Léopold Lacroix  
*General Manager  
French Division*

Lewis Miller  
*General Manager  
Research and  
Planning Division*

Chief Executive  
Officer  
T. Ranald Ide  
*Ex-officio member*

Chief Executive  
Officer-designate  
Jim Parr  
*Ex-officio member*

## Advisory to the Board Planning Committee

Gabriel E. Séguin  
Essex  
*Chairman*

Robert J. Allio  
Boston, Mass.  
*Resigned:  
January, 1979*

Louis Applebaum  
Toronto

Ruth M. Bell  
Nepean

A. Alan Borovoy  
Toronto

Harry J. Boyle  
Toronto

Thérèse Brunet  
Sudbury  
*Term ended  
October, 1978*

Maurice Chagnon  
Ottawa

Ian J. Fife  
Toronto

Patricia C. Johnston  
Toronto  
*Appointed  
December, 1978*

Judy LaMarsh  
Toronto  
*Resigned  
March, 1979*

Morden Lazarus  
Toronto

Burton C. Matthews  
Waterloo

Joan Miller  
Thunder Bay

Walter Pitman  
Toronto

John M. Porter  
Oakville  
*Appointed  
September, 1978*

William A. Rathbun  
Downsview

Gordon Sharwood  
Toronto

Roger D. Voyer  
Ottawa  
*Appointed  
December, 1978*

Sandra Birkenmayer  
OECA

T. Ranald Ide  
OECA  
*Ex-officio member*

Jim Parr  
OECA  
*Ex-officio member*

Léopold Lacroix  
OECA

*Secretariat:*  
Lewis Miller  
OECA

Ignacy Waniewicz  
OECA

Margaret Gascoigne  
OECA

## Conseil consultatif francophone de l'OTEO Francophone Advisory Council of OECA

Georges Gauthier  
Ottawa  
*Président/  
President*

Lionel St-Jean  
Timmins  
*Vice-président/  
Vice-president*

Rémy Beauregard  
Toronto

Lucien Bradet  
Ottawa

Benoit Cazabon  
Sudbury

Lionel Desjarlais  
*Resigned  
November, 1978*  
Ottawa

Marc-Yvain Giroux  
Welland

Jacqueline Guertin  
Kapuskasing

Aline Harrison  
Windsor

Léopold Lacroix  
OTEO/OECA  
*Membre d'office/  
Ex-officio member*

Jean Léveillé  
Hawkesbury

Sylvia Marsh  
Thunder Bay

Antonio Martin  
Timmins

Gérard Matte  
Ottawa

Albert Regimbal  
*Resigned  
November, 1978*  
Sudbury



# The Board of Directors

T. Ranald Ide  
Toronto  
*Chairman*



Jim Parr  
Toronto  
*Chairman Designate*  
*Appointed*  
*1 February, 1979*



John M. Porter  
Clarkson  
*Vice-chairman*

Ruth M. Bell  
Nepean



Edwin R. Jarmain  
London

Henry Best  
Sudbury  
*Appointed*  
*1 July, 1978*



Burton C. Matthews  
Waterloo  
*Term ended*  
*30 June, 1978*

Edward F. Boehler  
Toronto



Robert E. Michels  
Atikokan

Marion Evans  
Toronto



John A. Radford  
Brockville

Georges Gauthier  
Ottawa



Alan Salmon  
Burlington

Marc-Yvain Giroux  
Welland



Henry J. Wiens  
Niagara-on-the-Lake

Barbara Held  
*Executive*  
*Coordinator*



Donald S. Mills, QC  
*Secretary and*  
*General Counsel*







# Conseil d'administration



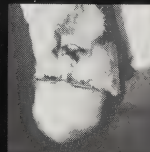
T. Ranald Ide  
Toronto  
Président du conseil



Jim Parr  
Toronto  
Président suppléant  
Nomination  
le 1<sup>er</sup> février 1979



Ruth M. Bell  
Nepaan



Henry Best  
Sudbury  
Nomination  
le 1<sup>er</sup> juillet 1978



Edward F. Boehler  
Toronto



Marion Evans  
Toronto



Georges Gauthier  
Ottawa



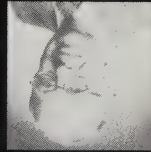
Marc-Yvain Giroux  
Welland



Barbara Held  
Coordonnateur  
administratif



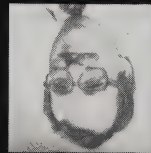
John M. Porter  
Clarkson  
Vice-président



Edwin R. Jarmain  
London



Burton C. Matthews  
Waterloo  
Mandat terminé  
le 30 juin 1978



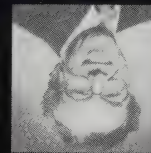
Robert E. Michels  
Atikokan



John A. Radford  
Brookville



Alan Salmon  
Burlington



Henry J. Wiens  
Niagara-on-the-Lake



Donald S. Mills, C.R.  
Secrétaire et  
chef du contentieux







## Financement additionnel

### Projets financés à l'extérieur

*Outreach Ontario*  
Participation au projet du ministère visant à offrir des ressources culturelles à travers toute la province.  
Agents de financement: le ministère des Affaires culturelles et des loisirs de l'Ontario

### Projets cofinancés à l'extérieur

*One World*  
Agents de financement: OTEO/  
Agence canadienne de développement international (par l'intermédiaire de l'Office national du film)/UNESCO

### Fast Forward

Agents de financement: OTEO/  
ministère des Communications du Canada (par l'intermédiaire de l'Office national du film)

### Moi aussi, je parle français

Agents de financement: OTEO/  
Conseil des ministres de l'Éducation du Canada

### Pays et peuples

Agents de financement: OTEO/  
Conseil des ministres de l'Éducation du Canada

### Pays et peuples



### Parlez-moi



*Sois prêt*  
Agents de financement: OTEO/  
Association des Scouts du Canada

### Child Adoption

Agents de financement: OTEO/  
Société d'aide à l'enfance du Toronto métropolitain

### Nursing Education Media

Agents de financement: OTEO/  
Project  
Collèges de technologie et des arts appliqués de l'Ontario/  
Association des infirmières diplômées de l'Ontario

### Parlez-moi

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### Introspec

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### Racines des Canadiens

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### Passe-Partout



*Les Boucaniers d'eau douce*  
Agents de financement: OTEO/  
Secrétariat d'État du Canada

### Géographie-le Canada

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### Passe-Partout

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### Service général des moyens

Agents de financement: OTEO/  
ministère des Richesses naturelles de l'Ontario

### AgENTS de financement: OTEO/

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### AgENTS de financement: OTEO/

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### AgENTS de financement: OTEO/

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### AgENTS de financement: OTEO/

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### AgENTS de financement: OTEO/

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### AgENTS de financement: OTEO/

Agents de financement: OTEO/  
Secrétariat d'État du Canada

### AgENTS de financement: OTEO/

Agents de financement: OTEO/  
Secrétariat d'État du Canada

F.N. Scott, F.C.A.  
Le Vérificateur de la province,

Toronto, Ontario  
le 3 août 1979

J'ai examiné le bilan de l'Office de la télécommunication éducative de l'Ontario au 31 mars 1979 ainsi que l'état des résultats d'exploitation et de l'exercice terminé à cette date. Mon examen a comporté une revue générale des méthodes comptables ainsi que les sondages des pièces comptables et autres procédés de vérification que j'ai jugés nécessaires dans les circonstances. À mon avis, ces états financiers présentent fidèlement la situation financière de l'Office au 31 mars 1979 et le résultat de ses opérations pour l'exercice terminé à cette date, conformément aux principes comptables généralement reconnus, appliqués de la même manière qu'au cours de l'exercice précédent. Un rapport de vérification a également été soumis à l'Office et au ministre conformément à l'article 11 de la Loi sur l'Office de la télécommunication éducative de l'Ontario.

À l'Office de la télécommunication éducative de l'Ontario et au Ministre des Affaires culturelles et des loisirs.

Bureau  
du Vérificateur  
de la province



416/965-1381

Queen's Park  
Toronto, Ontario

même de leur acquisition. Aux fins du bilan, les immobilisations sont évaluées au coût d'acquisition, sauf dans le cas de certaines immobilisations acquises le 3 janvier 1971. Lesdites immobilisations sont évaluées selon leur coût de remplacement estimé à cette date.

Le montant net des nouvelles acquisitions comprend les immobilisations achetées à même les revenus et les immobilisations acquises pour assurer l'expansion du réseau. Aux fins du bilan, l'amortissement est calculé à des taux divers selon la méthode de l'amortissement dégressif. Le coût des améliorations locales est amorti sur la période de location des locaux auxquels ces coûts s'appliquent.

**c) Production des programmes**

Les frais de production des programmes comprennent des coûts directs tels que ceux relatifs au personnel engagé sous contrat, à l'installation des studios, l'aménagement, le traitement des films, les acquisitions et droits des programmes, ainsi que les installations et le personnel de l'Office dont les principales activités se rapportent à la production des programmes.

**2. Projet d'expansion du réseau**

**a) Phase 2**

La province de l'Ontario a accordé le financement requis pour l'expansion du réseau de diffusion vers cinq centres additionnels situés en Ontario. En date du 31 mars 1979, les sommes reçues de la province de l'Ontario s'élevaient à \$4,988,500 et \$4,944,811 avaient été dépensés, principalement suite aux frais encourus pour les terrains, la conception des édifices, les travaux d'ingénierie, et de construction, ainsi que l'équipement technique. Au cours du présent exercice, une somme de \$42,834 a été dépensée et l'on n'a reçu aucune

subvention. Le solde encore non dépensé s'élève à \$43,689 et il a été reporté à l'an prochain.

**b) Phase 3**

La province de l'Ontario a accordé le financement requis pour la construction des installations de transmission et le service par micro-ondes à Sudbury, Thunder Bay et Sault-Ste-Marie.

Au 31 mars 1979 la province de l'Ontario avait versé à ce titre \$3,033,000. Une somme de \$2,898,827 a servi à défrayer les travaux de construction aux cinq endroits en question et le service par micro-ondes assuré à Sudbury et Thunder Bay jusqu'en 1986. Ceci comprend une subvention de \$630,000 et des dépenses de \$707,482 pour le présent exercice. Le solde cumulé encore non dépensé s'élève à \$134,173 et il a été reporté à l'an prochain.

La portion des coûts susmentionnés se rapportant aux droits de micro-ondes s'élève à \$633,460; cette somme, encourue au cours de l'exercice financier 1977, est amortie selon la méthode de l'amortissement constant au cours de la période de l'entente.

**3. Subventions de la province de l'Ontario**

a) Subventions de base	
1979	1978
\$20,805,200	\$19,900,200
b) Cofinancement spécial	
1979	1978
\$ 930,752	\$ 446,768

**4. Contrats de location**

renouvellement pour des paiements de loyers totalisant \$717,599 pour la présente année et les futurs paiements à ce titre devraient se chiffrer à \$822,739 environ.

**b) Locaux**

Les locaux de l'Office, situés au 2180 rue Yonge à Toronto, sont loués en vertu d'un contrat de location courant une période initiale de quinze ans, commençant le 1er avril 1972. Le loyer annuel est de \$721,318.

**Dettes à long terme**

L'Office a conclu une entente de remboursement avec la Société Couronne (the Crown Assets Disposal Corporation) relative-ment au coût en capital des installations de transmission du canal 19 qui se trouvent à la tour du CN. Les périodes concernées s'étendent de 1979 à 1997 et les taux d'intérêt s'échelonnent entre 8 1/16 pour cent et 9 3/4 pour cent.

**6. Chiffres comparatifs**

Certains chiffres comparatifs ont été reclassifiés afin de suivre la présentation adoptée en 1979.

**7. Loi anti-inflation**

Conformément aux conditions de l'entente intervenue à cet effet entre la province de l'Ontario et le gouvernement du Canada, l'Office était soumis aux mesures de contrôle des rémunérations promulguées par le gouverne-ment du Canada dans la Loi anti-inflation en vigueur du 14 octobre 1975 au 31 décembre 1978.

**8. Régime de retraite**

D'après l'évaluation actuarielle du régime de retraite de l'Office, en date du 1er janvier 1979, le régime est entièrement capitalisé.



l'Office de la télécommunication éducative de l'Ontario  
Etat des résultats d'exploitation et de l'excédent pour l'exercice terminé le 31 mars 1979

1979	1978
------	------

Revenus:	
Subventions de base, province de l'Ontario (note 3a)	\$20,805,200
Ventes des programmes	505,360
Service des ventes de bandes magnétoscopiques	283,443
Cofinancement (note 3b)	2,227,095
Autre revenu	428,560
Frais d'exploitation:	24,249,658
Production des programmes (note 1c)	14,200,092
Utilisation des programmes et documents d'accompagnement	1,802,588
Installations de diffusion (note 4a)	2,714,326
Service de distribution de bandes magnétoscopiques	670,932
Recherche, planification et évaluation des programmes	726,237
Publicité et promotion	826,082
Administration (note 4b)	2,451,457
Excédent du revenu sur les frais d'exploitation	23,391,714
Immobilisations achetées à même le revenu	857,944
Excédent de l'exercice	744,674
Déficit au début de l'exercice	113,270
Excédent (déficit) à la fin de l'exercice	24,273

Voir les notes qui accompagnent les états financiers.

**l'Office de la télécommunication éducative de l'Ontario**  
*Notes afférentes aux états financiers du 31 mars 1979*

- 1. Principales pratiques comptables**
- a) Stocks**  
Les documents d'accompagnement des programmes, films, bandes magnétoscopiques, articles en magasin et fournitures, sont évalués au coût ou à la valeur nette de réalisation, selon le montant le moins élevé; le coût est déterminé selon la méthode de l'épuisement successif. Le travail
- b) Immobilisations, amortissement et amortissement accumulé**  
Les immobilisations sont imputées aux dépenses l'année de production en cours est évalué au coût.

<b>Passif et avoir de la province de l'Ontario</b>		
<b>Exigibilités:</b>		
Comptes-fournisseurs et frais courus	\$3,050,081	\$3,259,041
Retenues des entrepreneurs	3,381	193,155
Revenu reporté (note 2)	824,320	1,198,637
<b>Total des exigibilités</b>	<b>3,877,782</b>	<b>4,650,833</b>
<b>Dettes à long terme (note 5)</b>	<b>1,528,346</b>	<b>1,623,754</b>
<b>Avoir de la province de l'Ontario:</b>		
<b>Immobilisations:</b>		
Solde au début de l'exercice	6,882,409	6,309,563
Nouvelles immobilisations; montant net (notes 1b et 2)	1,713,766	2,451,783
	8,596,175	8,761,346
Moins: dépréciation et amortissement (note 1b)	2,079,184	1,878,937
Solde à la fin de l'exercice	6,516,991	6,882,409
Droits de micro-ondes (note 2b)	506,768	570,114
Excédent (déficit)	73,211	(40,059)
<b>Total de l'avoir</b>	<b>7,096,970</b>	<b>7,412,464</b>
<b>Total des exigibilités et de l'avoir</b>	<b>\$12,503,098</b>	<b>\$13,687,051</b>

Voir les notes qui accompagnent les états financiers.



l'Office de la télécommunication éducative de l'Ontario

(incorporé sans capital-actions en vertu de la Loi sur l'Office de la télécommunication éducative de l'Ontario)

Bilan  
 Au 31 mars 1979

Actif

1978

Disponibilités

Encaisse

Comptes-clients:

Clientèle commerciale

Autres

Stocks: (note 1a)

Documents d'accompagnement des programmes

Films et bandes magnétoscopiques

Magasins et fournitures

Travail de production en cours

Frais payés d'avance

Total des disponibilités

Comptes-clients à long terme

Droits de micro-ondes (note 2b)

Immobilisations: (note 1b)

Terrain

Edifices

Equipement technique et d'ingénierie

Mobilier et équipement

Améliorations locales

Projets en construction

Moins: amortissement et amortissement accumulé (note 1b)

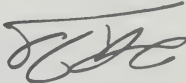
Montant net des immobilisations

Total des actifs

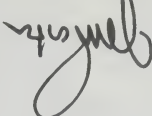
Voir les notes qui accompagnent les états financiers.

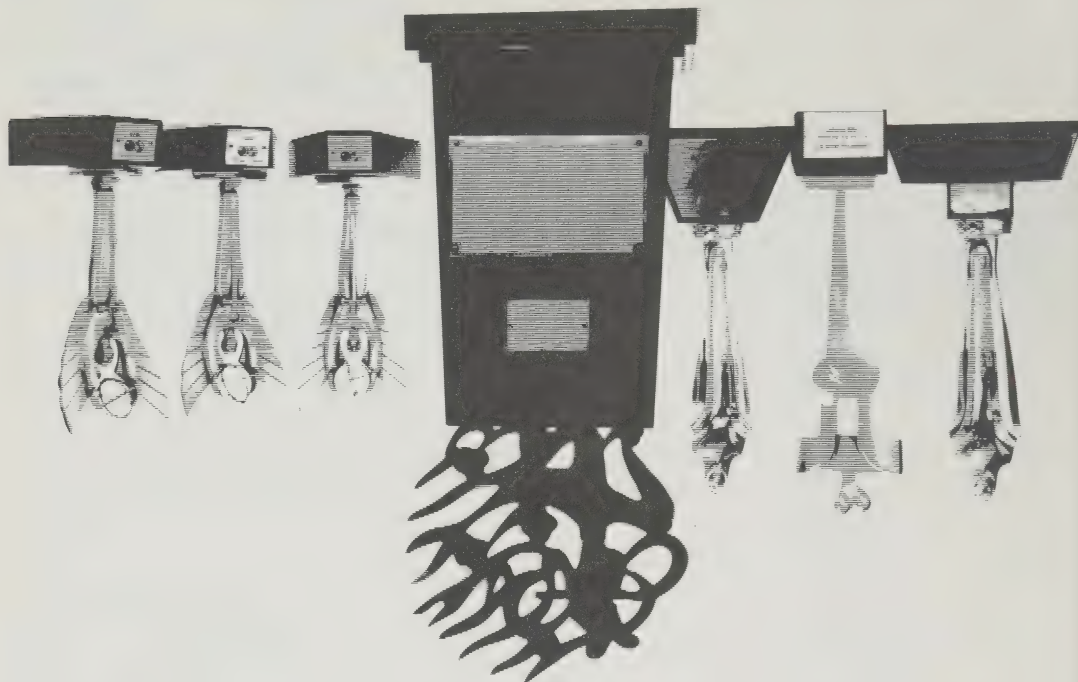
Au nom du Conseil d'administration:

Administrateur



Administrateur





**Festival international du film de Columbus, 1978, Ohio**  
Prix: Plaque de bronze Chris  
(catégorie éducation)  
Emission: *Regnum for Literature?*  
Réalisateur: Gladys Richards  
Prix: Plaque de bronze Chris  
(musique/arts d'interprétation)  
Emission: *Outreach Ontario/Symphony*  
Réalisateur: Alistair Brown  
Prix: Plaque de bronze Chris  
(musique/arts d'interprétation)  
Emission: *Classics Dark and Dangerous/The Ugly Little Boy*  
Réalisateur: Don Thompson  
Prix: Plaque de bronze Chris  
Emission: *Fish Tales/Hardshell Heroes*  
Réalisateurs: une coproduction de l'OTEO et Fishsales, Incorporated

**Grand Prix du film canadien, 1978, Toronto**  
Prix: Meilleur film documentaire de moins de 30 minutes  
Emission: *The Hottest Show on Earth*  
Réalisateurs: une coproduction de l'OTEO et de l'Office national du film  
Prix: Meilleure mise en scène  
Meilleure cinématographie  
Meilleur scénario  
Meilleure bande sonore  
Meilleure direction  
artistique  
Meilleur rôle de soutien (catégorie: autres que longs métrages)  
Emission: *L'âge de la machine*  
Réalisateurs: une coproduction de l'OTEO et de l'Office national du film

**Prix de l'Etat de l'Ohio, 1979**  
Prix: Prix de l'Etat de l'Ohio (arts d'interprétation et sciences humaines)  
Emission: *Outreach Ontario*  
Réalisateur: Michael Myers  
Prix: Prix de l'Etat de l'Ohio (arts d'interprétation et sciences humaines)  
Emission: *Let's Write*  
Réalisateur: Milton van der Veen  
Prix: Prix de l'Etat de l'Ohio (arts d'interprétation et sciences humaines)  
Emission: *Write On!*  
Réalisateur: Philip Nixon

## Palmarès

Prix 1978 décerné par la ville de San Francisco pour les médias

de diffusion

Prix: Prix pour les médias de

diffusion (télévision non-

commerciale: en cadre

institutionnel)

Emission: *Write On!/Cinderella*

*Newton*

Réalisateur: Phillip Nixon

**Festival 1978 de AMTEC sur les**

médias, Regina

Prix: Certificat de mérite

Emission: *Be a Good Boy Now*

Réalisateur: Christa Singer

Prix: Certificat de mérite

Emission: *Parlez-moi/Sol on the*

*Telephone*

Réalisateurs: David Stansfield et

Denise Boiteau

**Prix Cindy 1978, Concours**

international des réalisateurs de

films d'Amérique, Vail,

Colorado

Prix: Prix de finaliste

(éducation/sciences)

Emission: *Fish Tales/Hardshell*

*Heroes*

Réalisateurs: une coproduction

de l'OTEO et de Fish Tales,

Incorporated

**Festival international du film de**

Chicago, 1978

Prix: Plaque d'or (réseau de

télévision/éducation)

Emission: *Parlez-moi/Sol on the*

*Telephone*

Réalisateurs: David Stansfield et

Denise Boiteau

Prix: Plaque d'argent (réseau de

télévision/éducation)

Emission: *Music Inc./Canadian*

*Brass*

Réalisateur: Clive Vanderburgh

**Festival international du film et**

de la télévision de New York,

1978

Prix: Récompense de bronze

(réseau de télévision/séries

éducatives)

Emission: *Write On!*

Réalisateur: Phillip Nixon

Prix: Récompense d'argent

(secteur éducation spéciale)

Emission: *A Different Under-*

*standing/What Do You Do With*

*a Kid Like That?*

Réalisateur: Babs Church

**Le grand festival international**

du film de Miami, 1978

Prix: Médaille d'argent

(télévision/éducation pour

enfants)

Emission: *Music Inc./Canadian*

*Brass*

Réalisateur: Clive Vanderburgh

Prix: Médaille d'argent (films

pour enfants)

Emission: *Fish Tales/Horatio's*

*New Shell*

Réalisateurs: une coproduction

de l'OTEO et de Fish Tales,

Incorporated

*Write On!*



*Music Inc.*



*The Ugly Little Boy*





## Prix en arts graphiques

En 1978-79, l'OTEO a remporté 26 prix en arts graphiques, décernés par l'Association nationale de la télécommunication éducative, Washington, D.C.

*telecommunication educative, Washington, D.C.*

Œuvres primées:	Campagne promotionnelle pour l'émission <i>Let's Write</i>	Graphiste: Tom Pilsworth
	Campagne promotionnelle pour l'émission <i>Shire Horses</i>	Graphiste: Peter Wootton
	Campagne promotionnelle pour la série <i>Saturday Night at the Movies</i>	Graphiste: Peter Wootton
	Campagne promotionnelle pour l'émission <i>Témoignages d'Israël</i>	Graphiste: Joyce Cosby
	Campagne promotionnelle pour l'émission <i>Entre deux cosmos</i>	Graphiste: Joyce Cosby
	Campagne promotionnelle pour l'émission <i>Cavalleria rusticana/Pagliacci</i>	Graphiste: Joyce Cosby
	Campagne promotionnelle pour l'émission <i>Rigoleto</i>	Graphiste: Joyce Cosby
	Campagne promotionnelle pour l'émission <i>Don Giovanni</i>	Graphiste: Joyce Cosby
	Campagne promotionnelle pour l'émission <i>Race Is a Four-Letter Word</i>	Graphiste: John Randle
	Campagne promotionnelle pour l'émission <i>Tchaikovsky: The Nutcracker</i>	Graphiste: John Randle
	Indicatif du poste TVOntario	Graphiste: Dick Derhodge
	Indicatif du poste TVOntario pour la saison des Fêtes	

Publications pour le Prix 1977 de conception et arts graphiques  
 NAEB  
 Graphiste: Dick Derhodge

Rapport annuel de l'OTEO pour 1977/78  
 Graphiste: Dick Derhodge

Animation pour l'émission *McManus*  
 Graphiste: Dick Derhodge

Animation pour l'émission *Music Inc.*  
 Graphiste: Dick Derhodge

Prix d'excellence:  
 Animation pour l'émission *Personal Spaces*  
 Graphiste: Dick Derhodge

Prix d'excellence:  
 Animation pour le guide d'utilisation du poste TVOntario  
 Graphiste: Dick Derhodge

Dépliants sur *Personal Spaces*  
 Graphiste: Dick Derhodge

Campagne promotionnelle pour l'émission *Don Giovanni*  
 Graphiste: Joyce Cosby

Documents d'accompagnement pour l'émission *The World of B.J. Vibes*  
 Graphiste: John Randle

Documents d'accompagnement pour l'émission *The French Show*  
 Graphiste: Joanna Kubicki

Animation pour l'émission *Be a Good Boy*  
 Documents d'accompagnement  
 Graphiste: Roswita Busskamp

Catalogue de commercialisation de TVOntario  
 Graphiste: John Randle

Prix d'excellence:  
 Animation pour l'émission *Personal Spaces*  
 Graphiste: Dick Derhodge

Prix d'excellence:  
 Animation pour l'Indicatif de TVOntario  
 Graphiste: Dick Derhodge

Cinq encarts TVOntario  
 Graphiste: Ross Gray

Dépliants pour le guide d'utilisation du poste TVOntario  
 Graphiste: Dick Derhodge





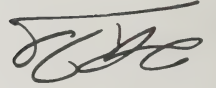


les membres des conseils et comités consultatifs, les enseignants, les conseillers scolaires, les chefs de file qui oeuvrent dans le secteur de l'éducation et les politiciens qui ont prouvé qu'ils avaient foi en nous. Je quitte aussi avec regret les représentants de la presse et des autres réseaux de diffusion qui ont su formuler des critiques toujours constructives et qui étaient prêts à nous aider lorsque le besoin s'en faisait sentir.

Bien sûr je tiens à remercier tout spécialement le grand public qui a traversé avec nous l'aventure vécue au cours de ces nombreuses années, qui a souffert de nos erreurs mais qui a su entrer en communication avec nous par des appels téléphoniques, des lettres, ou tout simplement en écoutant nos émissions.

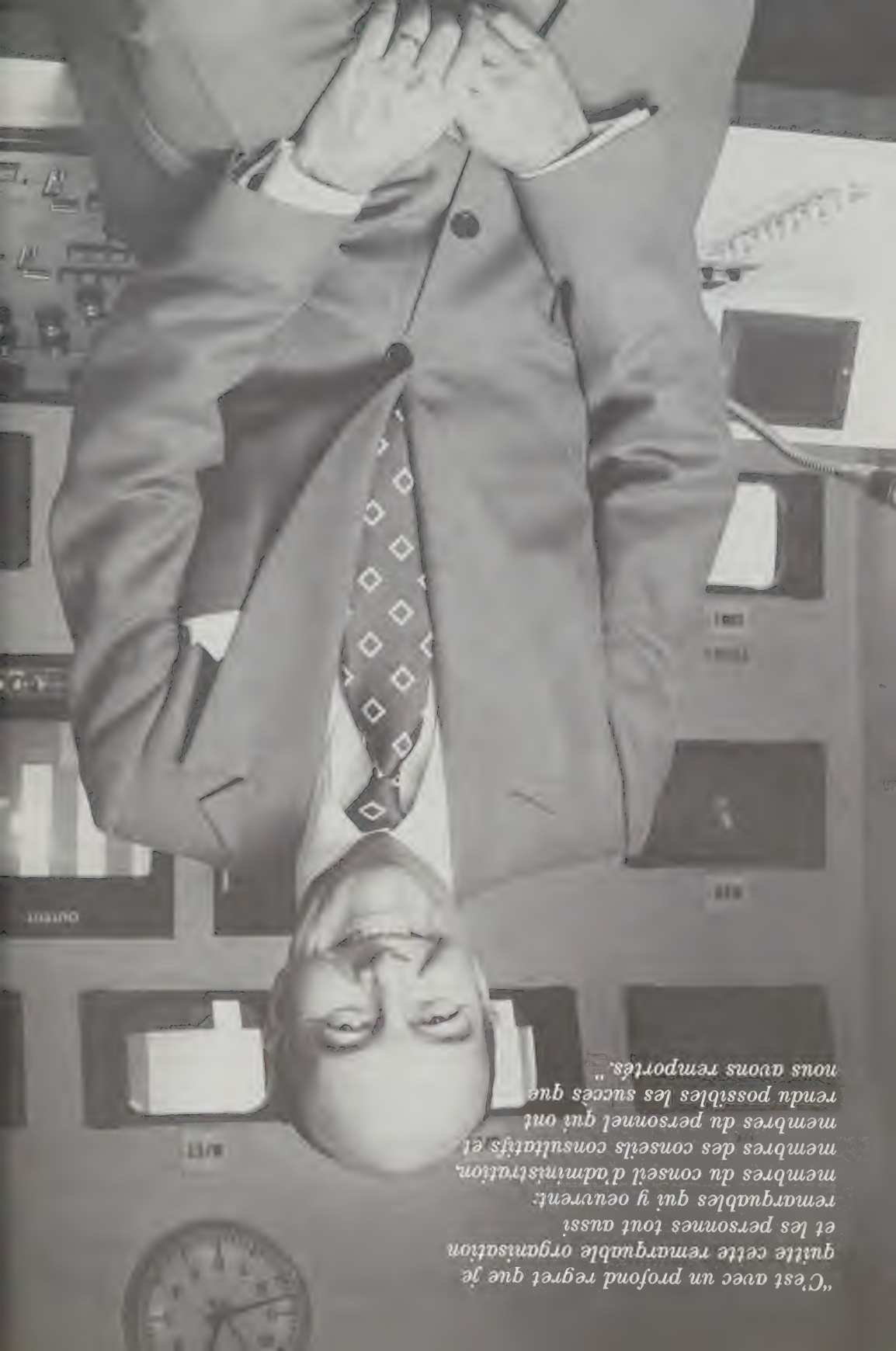
Enfin un dernier mot au sujet du nouveau président du conseil d'administration et chef de la direction, le Dr Jim Parr. Le Dr Parr est éminemment qualifié pour occuper ces fonctions. En plus de l'expérience qu'il s'est acquise en tant qu'éducateur et communicateur, il possède ces rares compétences personnelles qui sont si nécessaires pour diriger une organisation aussi complexe que celle-ci. Je suis convaincu que l'avenir de l'OTEO est assuré.

Le Président



T.R. Ide

"C'est avec un profond regret que je quitte cette remarquable organisation et les personnes tout aussi remarquables qui y oeuvrent: membres du conseil d'administration, membres des conseils consultatifs et membres du personnel qui ont rendu possibles les succès que nous avons remportés."



Les cinq conseils régionaux ont joué un rôle qui a fait d'eux les yeux et les oreilles de l'Office à travers la province. Cette année, les membres de ces conseils dans le nord-ouest et le nord-est de la province ont vu se concrétiser le résultat de leurs efforts pour assurer le prolongement du réseau TVOntario vers le nord, avec la mise en opération de trois nouveaux émetteurs à Thunder Bay, Sudbury et Sault-Ste-Marie. Les membres des conseils des régions du sud-ouest, du centre-sud et de l'est ont continué de promouvoir, auprès du grand public, une meilleure prise de conscience des services offerts dans leur région. La création des conseils consultatifs a été mentionnée plus haut comme l'un des principaux facteurs qui ont rendu possible le succès de l'OTFO. Leur importance pour le développement futur de l'Office revêtira également un caractère vital.

On ne saurait parler de l'avenir de l'Office sans mentionner le rôle du Conseil consultatif de planification à long terme. Il est très difficile pour les institutions de planifier à long terme. C'est là une caractéristique des sociétés de voir leurs organismes sans cesse assaillis par une série de crises mineures qui surviennent presque quotidiennement. Il ne s'agit peut-être que de crises mineures mais elles n'en paraissent pas moins amplifiées par leur contiguïté et elles réclament l'adoption de mesures immédiates. Il ne fait pas de doute que l'organisme qui réussit est celui qui est capable d'oeuvrer dans un milieu constamment soumis au changement. Les organismes qui ne savent que réagir sont voués à la médiocrité ou à l'échec. La planification à long terme est ainsi un élément d'importance vitale. Les membres de ce conseil parlent en leur propre nom mais ils sont aussi les représentants de divers secteurs de la société, unis par un idéalisme commun et un réel souci de l'avenir. Il est difficile de parler de leurs réalisations parce que leur tâche principale consiste à forcer notre organisation à réfléchir: réfléchir aux changements technologiques, vidéodisques, fibres optiques, systèmes télétexte, satellites, etc.; réfléchir à l'évolution des besoins à mesure que l'âge moyen de la population s'élève, en tenant compte d'un environnement marqué par la rareté des sources d'énergie, des tendances de l'emploi, et ainsi de suite; réfléchir à l'avenir de la province, de la place des petites villes et de la préservation des valeurs importantes du passé et, enfin, réfléchir à l'évolution même des systèmes de valeurs.

Il m'est difficile de quitter l'OTFO. Il m'est difficile de quitter l'équipe de direction, un directeur exécutif remarquable et un conseil de direction qui semble prêt à travailler, s'il le faut, vingt-quatre heures sur vingt-quatre. Il m'est difficile de quitter les centaines de personnes qui, par leur travail, dans un nombre incroyable de champs d'action, ont bâti cette organisation. Il m'est difficile de quitter mes collègues et anciens collègues qui ont apporté en contribution leurs conseils, leur courage, leur talent et leur intégrité et qui ont permis au conseil d'administration de se révéler de façon constante un instrument aussi puissant pour assumer l'énorme fardeau des responsabilités échues à cet organisme de nature peu commune appelé l'OTFO.

Il me faudrait, certes, en nommer bien d'autres encore. Je quitte avec regret



structure d'ensemble des divisions ont été établis et pleinement endossés par les autres divisions au sein de l'Office. On a réalisé soixante émissions d'une demi-heure pour les niveaux préscolaire et élémentaire. Une série de 52 émissions en français pour la quatrième, cinquième et sixième année a été terminée et intégrée au programme d'études par certains systèmes scolaires. Ces émissions, ainsi qu'un projet de deux ans en géographie, constituent une importante contribution destinée aux écoles de la province et, conformément aux objectifs fixés, le contenu des émissions était presque exclusivement franco-ontarien. On a également enregistré des progrès en matière de programmation d'intérêt général. Les projets comprenaient entre autres les émissions *Allô, êtes-vous là?*, utilisées dans le cadre d'un projet expérimental par satellite. Deux séries d'émissions populaires: *Communiqué* et *Introspec* ont trouvé la formule qui répondait à leurs buts, et une attention soutenue a été portée aux besoins multiculturels de la province dans le cadre des émissions *Pays et peuples*, *En*

Le Conseil consultatif des affaires francophones continue de nous faire bénéficier de précieuses recommandations. En plus des efforts déployés en vue de la création d'une division distincte pour les services en langue française dans les régions où la densité de la population le justifie, le conseil a réussi à promouvoir une politique de bilinguisme concernant TVO Plus, le rapport annuel de l'Office, l'horaire des émissions et les catalogues de programmes.

La division des médias éducatifs a continué d'offrir des émissions destinées aux Canadiens de langue anglaise de tous les niveaux. On a procédé l'an dernier à la réalisation et à la distribution d'environ 1 700 émissions. L'auditoire a continué d'augmenter et, si l'on compte à la fois les citoyens francophones et anglophones, il atteint un nouveau sommet de 1 640 000 personnes qui, en moyenne, écoutent notre programmation plus de deux heures par semaine. Une série de treize émissions, *Fast Forward*, portant sur la révolution entraînée par la technologie micro-électronique, a été particulièrement bien accueillie. La période de programmation destinée aux familles, de 17h à 20h, mise au point l'an dernier, a été maintenue et s'est révélée de plus en plus populaire. Les statistiques sur l'auditoire indiquent que plus de 50 pour cent des très jeunes enfants choisissent le réseau TVOntario pour écouter leurs émissions favorites. Cela confirme notre opinion à l'effet que la distribution est aussi une question de contenu et ne peut en être séparée. La direction chargée de la production des émissions scolaires a continué de réaliser des émissions qui ont su piquer l'intérêt des élèves et des professeurs.

Il y a eu matière à controverse, et cela nous semble tout à fait normal. La série *The Jesus Trial*, conçue comme une prise de position contre les préjugés, a été jugée par certains éminents chefs religieux comme présentant un caractère offensant. D'autre part, cette série a fait l'objet de nombre d'éloges quant à sa valeur artistique et ses déclarations vigoureuses et convaincantes contre l'antisémitisme.

les membres du conseil d'administration, qui assument la responsabilité de l'Office, et pour le grand public qui nous fournit les fonds, de savoir que notre organisation, après quelques années difficiles à ses débuts, a toujours conservé ses opérations à l'intérieur des cadres du budget alloué.

Il est impossible, dans un cadre aussi limité, de décrire tous les aspects de nos opérations ou de rendre hommage individuellement aux nombreuses personnes qui ont fait de l'OTEO l'organisme qu'il est maintenant. Année après année, nos travaux de conception et arts graphiques nous méritent un nombre exceptionnel de prix, à l'échelle internationale. La liste de ces prix et celle des mentions honorables décernées à nos émissions figurent dans ce rapport; depuis l'époque des débuts officiels de l'engagement de la province dans le secteur de la télécommunication éducative, le nombre cumulé de ces prix atteint maintenant un total de 186.



"Aujourd'hui, l'OTEO demeure le seul office provincial de télécommunication éducative qui offre des services dans les deux langues."

"Les projets comprennent entre autres les émissions Allo, êtes-vous là? utilisées dans le cadre d'un projet expérimental par satellite. Deux séries d'émissions populaires: Communiqué et Introspec ont trouvé la formule qui répondait à leurs buts, et une attention soutenue a été portée aux besoins multiculturels de la province dans le cadre des émissions Pays et peuples. En pays de connaissance et Les enfants d'ailleurs."

C'est au début de 1970 que l'Office s'est engagé à offrir une programmation en langue française. Aujourd'hui, l'OTEO demeure le seul office provincial de télécommunication éducative qui offre des services dans les deux langues. Le conseil d'administration considérait cette décision comme judicieuse en 1970. Nous croyons que c'est encore la voie à suivre, aujourd'hui. Il y a quelques années, le conseil d'administration a créé le Conseil consultatif des affaires francophones. Parmi les nombreuses recommandations utiles formulées par ce conseil, citons la création d'une division des services de langue française. Dès sa première année complète d'opération, cette division a été reconnue à la fois au niveau pratique et opérationnel. Son mandat et ses responsabilités dans la



nécessaire pour en arriver à déterminer l'efficacité d'une émission par rapport aux objectifs éducatifs visés. Une grande partie du succès des émissions éducatives telles que *Readalong* a été le résultat d'un travail de collaboration entre les équipes de production et de recherche pour examiner méticuleusement les effets de divers formats avant de s'engager dans la réalisation de séries d'importance majeure.

Il est difficile de commenter de façon distincte le travail des différentes divisions qui composent l'Office et qui couvrent les secteurs de l'exploitation, les services généraux, les services en langue française, les médias éducatifs, les services d'information, les finances et la recherche. Bien que ces divisions soient dotées de structures différentes et que chacune assume ses propres responsabilités, elles sont toutes reliées en vue de promouvoir les buts et objectifs principaux approuvés annuellement par le conseil d'administration. Au nombre des décisions d'importance critique qui ont affecté notre progrès au cours des neuf dernières années, mentionnons, en plus des fonctions de recherche déjà citées, la décision de créer une section d'animation et de développement pédagogiques, la création des conseils régionaux, la mise sur pied d'un système de distribution des bandes magnétoscopiques et la décision, non seulement de réaliser du matériel destiné aux écoles et relié au contenu des programmes d'études, mais aussi de veiller à ce que ce matériel fasse partie intégrante des programmes d'études. Tous ces projets ont, au cours de la période initiale, fait appel à la participation de toutes les divisions.

Bien sûr, ces décisions nous ont permis d'assumer notre engagement en matière de production et distribution d'émissions de télévision et d'émissions destinées à d'autres médias électroniques. C'est ce qui a longtemps été le but officiel de l'Office, mais pour atteindre le succès, il fallait reconnaître qu'il n'existe pas de médium d'éducation qui soit autosuffisant. L'apprentissage est un processus complexe qui implique une interaction entre les personnes, les lieux, les manuels et les diverses formes d'expérience. C'est le travail de la division des services généraux de veiller à ce que nous gardions contact avec les divers besoins de la population qui habite dans les différentes régions de cette province. C'est la responsabilité de la direction de l'animation de déterminer si des imprimés et autres types de matériel font partie de ce système d'apprentissage. Les services d'information doivent veiller à ce que le matériel soit accessible au lecteur et à ce que les personnes que nous essayons de desservir soient informées de l'existence de ce matériel et des émissions auxquelles il se rapporte. Un programme de télévision sans image est inutile. Dans le secteur de l'exploitation, nous savons que notre système de distribution se classe parmi les meilleurs au point de vue technique. Mais la distribution implique beaucoup plus que des tours, des émetteurs et des écrans de régie. La distribution comprend également la mise au point des horaires et cette opération fait partie intégrante du contenu autant que le scénario ou l'artiste. Sans mesures efficaces de contrôle financier, nous aurions tôt fait de perdre toute crédibilité. C'est un élément rassurant pour

nos exportations ont aussi, pour leur part, marqué une hausse, spécialement dans le secteur des émissions destinées aux écoles. Les États-Unis, ainsi que les autres provinces canadiennes, se sont portés acquéreurs d'un nombre considérable de séries d'émissions. Nous avons effectué sept mille ventes individuelles, portant sur quelque cinquante émissions ou séries d'émissions différentes. Nous sommes devenus, je crois, le plus important exportateur de la culture canadienne auprès de nos amis mais presque trop puissants voisins du sud.

Nous avons continué de nous consacrer à la recherche. En particulier, nous collaborons avec le ministère des Communications du gouvernement fédéral pour la mise au point de leur nouveau système télétexte Teledon, et avec la société Bell Canada pour leur version Vista. Les possibilités et les promesses dans ce domaine semblent presque illimitées. Si nous savons faire preuve de l'intelligence et de la détermination qu'il faut pour mettre au point le logiciel approprié, c'est-à-dire le contenu requis pour les systèmes de distribution de demain, nous devrions être en meilleure position pour nous mesurer avec succès aux problèmes complexes mentionnés auparavant.

L'UNESCO nous a alloué des fonds pour préparer une description de notre processus de planification. Il s'agissait là à la fois d'un complément formulé à l'adresse de notre organisation et d'une occasion de mieux articuler les pratiques actuelles. L'un des membres de notre personnel, Rand Nickerson, a créé un analyste de programme et il s'est mérité pour ce travail les acclamations des participants à l'assemblée annuelle de l'Association nationale de la télécommunication éducative. Cet analyste a grandement amélioré notre capacité d'effectuer des recherches avant production, étape coûteuse mais

*"Une grande partie du succès des émissions éducatives telles que Readalong a été le résultat d'un travail de collaboration entre les équipes de production et de recherche pour examiner méticuleusement les effets de divers formats avant de s'engager dans la réalisation de séries d'importance majeure."*





devons le faire et utiliser à ces fins les nouvelles technologies, sinon nos sociétés, nos systèmes de valeurs et nous-mêmes sommes menacés de destruction.

Heureusement, les neuf dernières années ont vu nos succès surpasser de beaucoup le nombre de nos échecs et nous avons progressé. Notre rendement s'est amélioré d'année en année et notre rayon d'action s'est élargi pour en arriver à couvrir plus de 85 pour cent de la population de cette province. Notre programmation a été innovatrice et controversée à l'occasion, et a su répondre aux attentes très exigeantes du conseil d'administration et des membres du personnel. Dans un certain sens, on peut dire en effet que nous en sommes très bien sortis. L'OTEO s'est acquis dans une large partie du monde une réputation qui la place au rang des meilleurs. Les visiteurs qui nous arrivent d'autres pays, les publications internationales et l'augmentation de nos ventes en

font foi.

Malheureusement, il ne nous suffit pas d'être les meilleurs. Il nous reste encore bien du travail à faire pour en arriver à découvrir de quelle façon nous pouvons aider la population à résoudre les problèmes énumérés par Peccei. Mais le mécanisme existe et il faut se réjouir que les administrations concernées aient eu assez de prévoyance pour créer des organismes comme l'OTEO.

C'est avec un profond regret que je quitte cette remarquable organisation et les personnes tout aussi remarquables qui y oeuvrent: membres du conseil d'administration, membres des conseils consultatifs et membres du personnel qui ont rendu possibles les succès que nous avons remportés.

J'ai foi en l'avenir, bien que cette confiance soit quelque peu entamée lorsque j'apprends que l'on maintient les mesures de restriction des dépenses ou que de nouvelles politiques seront appliquées en matière d'éducation. Il est sûr que nous pouvons avoir besoin de nouvelles politiques mais il est aussi certain qu'il nous faut d'abord repenser notre philosophie, ou plutôt nos philosophies de l'éducation. Il nous faut considérer l'ensemble du tableau avant d'essayer d'en étudier les parties au microscope. Nous avons besoin d'un engagement renouvelé au service de l'éducation et j'utilise ici le mot "éducation" dans son sens le plus large. Peut-être avons-nous réagi avec excès dans les années soixante, alors que les budgets étaient généreux et que le rapport Hall-Dennis était à la mode. Si tel fut le cas, ce n'est vraiment pas dans la même mesure que nous avons réagi aux coûts de l'éducation pendant la seconde moitié des années soixante-dix. Nous devons essayer de comprendre les besoins de nos enfants, nos minorités, ceux qui sont aux prises avec des problèmes particuliers et, par-dessus tout, nos propres besoins. S'il faut s'imposer des sacrifices pour répondre à ces besoins, il faudra être prêt à y consentir.

L'année qui vient de se terminer a été difficile mais riche de satisfactions. Les ressources financières n'ont pas progressé au même rythme que l'inflation. À cause de cela, il nous a fallu recourir plus intensivement aux importations de l'étranger, par opposition aux productions conçues pour répondre aux besoins particuliers de la population de cette province. Si nos importations ont augmenté,

## Message du président

Le présent rapport est le dernier que j'aurai l'honneur de soumettre à titre de président du conseil d'administration de l'OTEO et j'espère qu'il me sera permis d'y formuler quelques observations personnelles au sujet de l'Office et de son rôle en tant qu'institution à vocation éducative, oeuvrant dans le secteur des communications, dans cette province.

Dans le premier rapport annuel de cet organisme, soumis il y a neuf ans de cela, je citais cette phrase de H.G. Wells: "L'histoire de l'humanité devient de plus en plus une course entre l'éducation et la catastrophe".

En mai dernier, à Salzbourg en Autriche, lors d'une rencontre des membres du Club de Rome, Aurelio Peccei déclarait, dans son discours d'ouverture: "... même si l'humanité a aujourd'hui à sa disposition un trésor impressionnant d'informations, de connaissances, de savoir-faire, et un arsenal imposant d'outils que les époques antérieures ne pouvaient même pas imaginer dans leurs rêves, elle ne s'en retrouve pas moins encore plus enchevêtrée dans un amas inextricable et sans précédent de problèmes qui enserreront toute la planète." Il a mentionné, plus précisément, la décadence des institutions et de l'environnement, la perte de la foi, les frustrations, l'intolérance, la violence, la "stagflation", le chômage, le manque d'idéal et de leadership. Peccei terminait cependant sur une note d'optimisme et d'espoir: "Nous ne sommes que la version moderne de l'Homo sapiens et, à ce titre, nous sommes encore des êtres incomplets; il nous faut encore compléter l'évolution culturelle qui seule peut résoudre notre dichotomie interne et nous permettre de vivre avec les mutations que nous avons déjà provoquées... La tâche la plus importante maintenant consiste, tout simplement, à apprendre comment procéder pendant qu'il en est encore temps."



Ces paroles ont eu, malgré moi, le don de m'émouvoir et je n'ai pu m'empêcher de faire le rapprochement avec la philosophie qui a inspiré et qui soutend encore les activités de cette organisation unique en son genre que nous appelons l'OTEO. L'apprentissage est un processus qui se prolonge tout au long d'une vie. C'est un droit public et un bien public. Les puissants médias électroniques conçus par nos hommes de science et nos techniciens doivent être mis au service de cette fin. Je ne veux en aucune façon laisser entendre qu'il ne faut pas les utiliser à des fins de divertissement; je veux plutôt insister sur la nécessité de s'en servir également pour mettre des possibilités d'apprentissage à la disposition des personnes de tous âges. La question ne se pose pas de savoir si nous pouvons ou non nous permettre de réaliser des émissions éducatives. Nous





## Lettre au ministre

Toronto, le 18 août 1979

Monsieur Reuben C. Baetz  
Ministre des Affaires culturelles  
et des loisirs  
Queen's Park  
Toronto, Ontario

Monsieur le Ministre,  
Conformément aux dispositions de l'article 12, alinéa (1) de la loi créant l'Office de la télécommunication éducative de l'Ontario, je vous sou mets le huitième rapport annuel de l'Office de la télécommunication éducative de l'Ontario pour l'année financière se terminant le 31 mars 1979. Veuillez agréer, Monsieur le Ministre, l'expression de mes sentiments distingués.

Le Président du conseil d'administration,



T.R. Ide

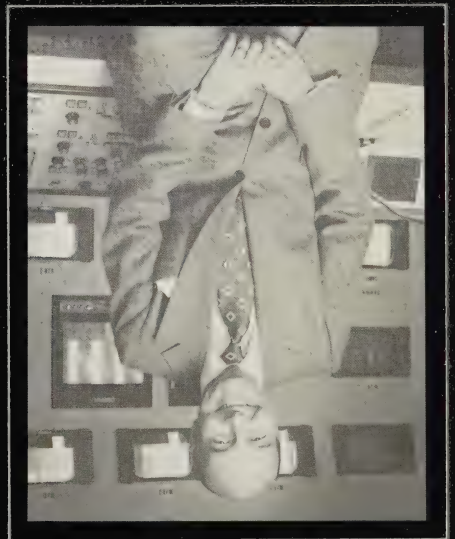
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“L'apprentissage est un processus qui se prolonge tout au long d'une vie. C'est un droit public et un bien public. Les puissants médias électroniques conçus par nos hommes de science et nos techniciens doivent être mis au service de cette fin... La question ne se pose pas de savoir si nous pouvons ou non nous permettre de réaliser des émissions éducatives. Nous devons le faire et utiliser à ces fins les nouvelles technologies, sinon nos sociétés, nos systèmes de valeurs et nous-mêmes sommes menacés de destruction.”

*T.R. Ide, président, OTEO*



Lacking 1979-80





1980/81 in back pocket.

Lacking 1981-82; 1982-83; 1983-84

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TVOntario

# THE ANNUAL REPORT



1980/81

THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY

## The Annual Report/Rapport annuel

# TVONTARIO tour de force

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## Did you know...?

The TVOntario Board of Directors meets, on average, nine times each year. The five committees of the board each meet about six times a year.

"TVOntario consumes about one quarter of one percent of Ontario's public education dollar." Premier William Davis in Legislature of Ontario Debates, Friday, 14 November 1980.

In 1980-81, 80 percent of TVOntario's funding came from grants from Ontario's Ministry of Culture and Recreation and Ministry of Education.

Educational television began as a picture on a screen, forced into the classroom, and reluctantly used there. The talking head, it was called. And it was not very successful.

Today, educational television in the classroom enlivens, expands, and

See *TVO Tour de Force* page 7

La télévision éducative a fait ses débuts sous la forme d'une image affichée sur l'écran d'un téléviseur placé presque de force dans les salles de classe et utilisé avec réticence. Ce type d'activité était considéré comme du temps perdu. Le succès fut lent à venir.

Voir *tour de force* page 4



Fun and exercise at TVOntario's tenth anniversary celebration at Toronto City Hall. Les célébrations du 10<sup>e</sup> anniversaire de TVOntario inaugurées sur une note joyeuse!

## TVOntario Meets 1980-81 Objectives

It was a modest tenth anniversary party at Queen's Park, but a joyous one. The minister of education when TVOntario was founded was there, in the person of Premier William Davis. And among the temperate revelers in the St. Lawrence Lounge were many friends: directors, councillors, members of the Ontario legislature, and TVOntario staff.

Speeches, conversations, and a sentimental videotape presentation recalled the old days: the battles won and the goals attained. (The battles lost and the goals not yet reached were put aside for quieter contemplation.) Aims were reaffirmed — as they should be on such an occasion. See *Objectives* page 4

## TVOntario atteint les objectifs fixés

La célébration tenue à Queen's Park à l'occasion de notre 10<sup>e</sup> anniversaire garda un caractère modeste mais se déroula dans une ambiance fort joyeuse. On notait, entre autres, la présence du ministre de l'Éducation en poste lors de la création de TVOntario, soit le premier ministre actuel, M. William Davis. Quant aux invités rassemblés dans le St. Lawrence Lounge, c'étaient avant tout des amis: administrateurs, conseillers, députés et membres du personnel de TVOntario.

Les discours, les conversations ainsi qu'une présentation audio-visuelle nostalgique gravitaient essentiellement autour d'un même thème: le temps passe, les *Objectifs* page 4

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**10<sup>e</sup> anniversaire**  
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## Saviez-vous que...?

Bien que TVOntario soit une société de la couronne, ses employés ne font pas partie de la fonction publique. Les administrateurs de TVOntario ne peuvent être recrutés parmi les fonctionnaires de l'État.

En 1980-81, 80 pour cent des fonds de TVOntario provenaient de subventions du ministère des Affaires culturelles et des Loisirs et du ministère de l'Éducation de l'Ontario.

TVOntario demeure le seul organisme de télévision éducative à diffuser régulièrement en français et en anglais.



# Un message From Jim Parr Le mot du Président

Judging by TVOntario's achieved objectives, the year has been extremely successful. The weekly audience exceeded the two-million mark — a doubling in three years; viewer participation increased at schools and at home; more people attended community workshops; there were more requests for backup educational materials; more people participated in computer-managed learning academies and activities like Camp TVOntario; more teachers and boards of education became involved in our work. TVOntario finds itself wonderfully placed in that it contributes both to traditional systems of education and to noninstitutional learning opportunities.

A sharper recognition of the variety of our responsibilities led us to start our activities more carefully into a marketing mode. By "marketing" we simply mean that we identify our audiences and their needs, create educational programming to suit them, and provide delivery systems for that programming. We then evaluate our success, and make adjustments accordingly. During the year, TVOntario management was reorganized, and plans were developed to improve our marketing approach. Inevitably, the solution to old problems created new ones as responsibilities were realigned. But, despite some apprehensions, this sharpening of our objectives was understood and widely accepted. Of course, in any organization — particularly in one served by creative people, highly competent technical people, thoughtful people — there are tensions and, from time to time, there are healthy conflicts. I would be surprised if there were never a cynical word among TVOntarians about the way we do things. But there is within TVOntario an overwhelming appreciation of what we are doing. And there is joy in the doing. You can sense this in the workshops, at meetings of the board of directors and its advisory councils, and in the interactions between TVOntario and the people it serves.

The descriptions contained in this report reveal some of TVOntario's work of the past year. They also deal, in part, with my overriding concern to secure adequate financing. By 1979 it was clear that grants from government were not covering increasing costs associated with big audiences and inflation. The shortfall was due, in particular, to an inability of the Ministry of Education to fund us at the same rate of increase it funded its other constituents. We commissioned an analysis of the overall situation by Hickling-Johnson and asked for alternative strategies. The report pointed to a number of instances of poor relationships between TVOntario and government. I believe that through the sincere help and understanding of public servants and politicians, most of these irritations have been overcome. But the principal concern of the report was financial. If TVOntario were to recapture its earlier production volume and maintain its standards, it would have to raise inflationary increases from government and expand its own base of funding by going to the private sector for help.

The board approved the new initiatives. During 1980-81 our productivity improved. Federal, provincial, and municipal depart-

ments of government responded to our requests for assistance with specific programs. A public subscription policy was adopted and developmental work was initiated: we will make our first appeals in 1982. Corporations began to help greatly, and co-producers flourished. Year-end sales figures indicate a gross revenue of \$1,439,000.\*

In short, our efforts to increase revenues outside our two basic grants met with considerable success. But, as things turn out, these resources were drained to offset the continuing shortfall beneath inflation of our basic revenue from government. We are running hard, but not keeping up.

TVOntario enjoys the freedom that befits — but is not always granted — a public broadcasting system. We are not leashed on by government, nor are we expected to propagandize. Known to be a people's service, we are not shrouded by special interests. At times, TVOntario is publicly criticized for being controversial — but that is the business of education. The ideas that program producers sometimes come up with trouble viewers — but that is the nature of learning. We at TVOntario are not mischievous; neither are we bland. We sincerely realize the opportunity we have of improving the quality of life of so many people; and we will not intrude upon them.

Government recognized the demand for TVOntario's services during the year by the announcement that it will install three new transmitters to serve the Timmins, North Bay, and Owen Sound areas of the province. Financing for these installations will be available from lottery funds allocated by the Ministry of Culture and Recreation. Our programs will then reach 90 percent of the province's population. The Ministry of Transportation and Communications, with the Ministry of Northern Affairs, found funds to extend the scope of direct broadcast of TVOntario's programs by satellite to northern communities. This use of the *Amélie* satellite is made possible by the federal Department of Communications, which has also been hands-on in its assistance to TVOntario's Teldin project. At the local level, school boards have increased their investment in receiving, recording, and playback equipment. It seems that governments — particularly the provincial government that established this organization — recognize TVOntario's value and respect its mandate.

Although the budgetary crisis is thwarting our efforts, it does not dampen our enthusiasm. The board remains a devoted one: it moves through necessary routine with facility and plans its engagements with the future with confidence and verve. The Francophone Advisory Council, the Long-Range Planning Advisory Council, and the five Regional Councils have been lively and supportive; they are not slow to be critical when criticism is needed, but their recommendations are constructive.

The staff of TVOntario is nothing short of magnificent. Beneath the cold, hard figures of an annual report's financial statistics bubbles a spirit of zest and commitment that holds facility and equipment together, perseveres doggedly and imaginatively under conditions of sometimes severe budgetary restraints, and — most important — produces splendid educational opportunities, increasingly used. And that's really what we're all about.

S'On en fait par les succès enregistrés par TVOntario dans la poursuite de ses objectifs, l'année écoulée a été extrêmement fructueuse. Notre audience hebdomadaire a dépassé le million des deux millions, ce qui signifie qu'il a doublé au cours d'une période de trois ans; la participation de nos téléspectateurs s'est intensifiée dans les écoles et au foyer; plus de gens fréquentent nos ateliers communautaires; nous avons reçu un plus grand nombre de demandes pour notre matériel pédagogique complémentaire; le nombre des participants a augmenté dans le cadre de nos "Académies"; un plus grand nombre d'enseignants et de conseils scolaires collaborent maintenant à nos activités.

Une prise de conscience plus aigüe de la diversité de nos responsabilités nous a amenés à orchestrer plus soigneusement nos activités dans le cadre de commercialisation. En son terme "l'impératif commercial", nous parlons

simplement d'identifier clairement nos auditoires et les besoins qui les caractérisent, de créer une programmation éducative adaptée à leurs attentes et de mettre en place les mécanismes qui nous permettent de rendre ces programmes vraiment accessibles.

Nous évaluons ensuite les succès obtenus et nous effectuons les rajustements nécessaires. Au cours de l'année, l'équipe de gestion de TVOntario a été re-organisée et des plans ont été élaborés en vue de mieux promouvoir cette stratégie de commercialisation. Comme on pouvait s'y attendre, trouver des solutions à d'anciens problèmes a en pour effet d'en susciter de nouveaux à mesurer et à résoudre.

Malgré certaines appréhensions, le but de cette réorganisation fut compris et accepté. Cette clarification de nos objectifs a suscité un appui général. Bien sûr, dans toute organisation, il y a des tensions, et de temps en temps, il y a des conflits sains. Je ne serais surpris si, au sein de tout organisme, spécialement lorsqu'il s'agit, comme c'est le cas pour nous, d'un milieu regroupant à la fois des personnalités créatives, des spécialistes techniques et des gestionnaires, on assiste à l'émergence de conflits dont le caractère est fondamentalement sain.

Il existe certes des tensions saines au sein de tout organisme, spécialement lorsqu'il s'agit, comme c'est le cas pour nous, d'un milieu regroupant à la fois des personnalités créatives, des spécialistes techniques et des gestionnaires, on assiste à l'émergence de conflits dont le caractère est fondamentalement sain. Je serais surpris si, au sein de tout organisme, spécialement lorsqu'il s'agit, comme c'est le cas pour nous, d'un milieu regroupant à la fois des personnalités créatives, des spécialistes techniques et des gestionnaires, on assiste à l'émergence de conflits dont le caractère est fondamentalement sain.

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Les descriptions contenues dans le présent rapport passent en revue certains des défis rencontrés à bien par TVOntario au cours de l'année écoulée. Elles traitent également de la préoccupation incessante d'obtenir le financement adéquat. Dès 1979, il était évident que les subventions versées par le gouvernement ne rattrapaient pas à couvrir les coûts grandissants de l'élargissement de notre auditoire et à l'escalade de l'inflation. Cette insuffisance s'expliquait, en particulier, par l'impossibilité d'obtenir du ministère de l'Éducation un financement croissant au même rythme que les fonds alloués à ses autres éléments constitutifs. Nous avons alors fait passer une analyse de la situation globale, effectuée par la firme Hickling-Johnson et nous avons réclamé des stratégies de remplacement.

Le rapport met en lumière plusieurs exemples de la piété qualité des relations entre TVOntario et les représentants du gouvernement. À mon avis, grâce à la compréhension et à l'appui sincères des fonctionnaires et des politiciens, la plupart de ces irritations ont été corrigées. Mais les inquiétudes majeures exprimées dans le cadre du rapport étaient d'ordre financier. Pour que TVOntario puisse reprendre son volume de production antérieur et maintenir les normes établies, nous avons besoin de recevoir du gouvernement des sommes accrues, qui tiennent compte des pressions inflationnistes et nous devions élargir notre propre base de financement en recourant à l'usage du secteur privé.

Le conseil d'administration a approuvé les nouvelles initiatives en cause. Au cours de

1980-81, notre productivité s'est améliorée. Aux paliers fédéral, provincial et municipal, les gouvernements ont répondu à nos demandes d'assistance en offrant des programmes et des services. On adopta une politique de souscription publique et les travaux préliminaires furent entrepris à cet égard; les premières campagnes seront lancées en 1982. Les sociétés commerciales nous ont fourni une aide financière et l'on vit surgir maintes productions. En fin d'exercice, le montant des ventes indiqua un revenu brut de 1 439 000 \$.\*

Bref, nos efforts visant à augmenter nos revenus indépendamment de nos deux subventions de base se sont avérés un réel succès. Malheureusement, il a fallu ensuite compter sur ces ressources pour compenser l'insuffisance persistante de nos revenus de base, d'origine gouvernementale, largement dépassés par l'inflation. Nous manœuvrons avec ardeur mais nous sommes à la merci des circonstances.

TVOntario jouit de la liberté qui convient à son statut de réseau public de télécommunication. Nous sommes privilégiés en ce regard. Nous ne sommes pas sous la surveillance gouvernementale, et nous ne sommes chargés d'aucune propagande. Reconnus comme un service offert à la population, nous ne sommes pas assujettis aux intérêts particuliers. Il arrive que le réseau TVOntario soit publiquement critiqué pour ses initiatives controversées... mais cela fait partie des risques du métier d'éducateur. Il se peut que certaines idées originales dans le cadre de nos émissions troublent les téléspectateurs... et cela tient à la nature même du processus d'apprentissage.

Le gouvernement a reconnu l'importance de la demande qui existe sur le marché pour ces services offerts par TVOntario. Au cours de l'année, on a ainsi annoncé l'installation de trois nouveaux émetteurs pour desservir les régions de Timmins, North Bay et Owen Sound.

Le financement nécessaire sera tiré des fonds des loteries provinciales, répartis par le ministère des Affaires culturelles et des Loisirs. Nos émissions rejoindront ainsi 90 pour cent de la population de la province. Le ministère des Transports et des Communications, en collaboration avec le ministère des Affaires du Nord, a réuni à libérer des fonds pour permettre d'élargir la portée de la diffusion directe des émissions de TVOntario par satellite, dans les communautés du nord de la province. Cette utilisation du satellite Amélie a été rendue possible par le ministère fédéral des Communications, qui a également contribué au projet Teldin de TVOntario. Au palier local, les conseils scolaires ont augmenté leurs investissements pour du matériel de réception et d'enregistrement. Il semble que les gouvernements, en particulier le gouvernement provincial responsable de la création de notre organisme, reconnaissent la valeur de TVOntario et respectent son mandat.

Bien que les crises budgétaires viennent contrecarrer nos efforts, elles n'entament pas notre enthousiasme. Le conseil d'administration continue d'œuvrer avec dévouement; il s'acquiesce de façon experte des travaux réalisés à l'initiative et il planifie avec confiance ses engagements futurs. Le Conseil consultatif francophone, le Comité consultatif de planification à long terme et les cinq conseils régionaux apportent un appui des plus actifs, lorsqu'il y a matière à critiquer, mais ils ne manquent jamais de faire savoir que leurs recommandations sont toujours constructives.

Le personnel de TVOntario se distingue par son talent prodigieux. Derrière les froides statistiques financières et les colonnes de chiffres du mandat et il planifie avec confiance ses engagements futurs. Le Conseil consultatif francophone, le Comité consultatif de planification à long terme et les cinq conseils régionaux apportent un appui des plus actifs, lorsqu'il y a matière à critiquer, mais ils ne manquent jamais de faire savoir que leurs recommandations sont toujours constructives.

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Le Président du Conseil

Jim Parr, FRSC

\*sans déduction

## Saviez-vous que...?

TVOntario est le nom du service de télévision éducative de l'Office de la télécommunication éducative de l'Ontario (OTE). L'usage populaire utilise indistinctement l'expression TVOntario pour désigner tant le service de télévision que l'Office lui-même. En 1980, l'organisme a obtenu des statuts constitutifs sous le nom de TVOntario.

Le conseil d'administration de TVOntario se réunit, en moyenne, neuf fois par an. Les cinq comités du conseil d'administration tiennent environ six réunions par année.

TVOntario ne présente pas de messages publicitaires.

Jim Parr, FRSC  
Chorisme

\*sans déduction



Market research measures audience response to programs.  
La recherche évalue les réactions de l'auditoire

## Market Research Conducts Eight Studies To Define Target Audiences

**T**VOntario's new emphasis on marketing presented the Market Research branch with the challenge of clearly identifying the needs and desires of each target market and of recommending how best to inform, motivate, and service those markets. The branch responded by conducting eight market analysis studies to help define actual markets and to analyze their needs, perceptions, preferences, and satisfaction.

These included an analysis of the primary adult audience for TVO's French-language schedule, which identified its characteristics, size, and programming preferences, and TVO's reach within that audience.

Two separate analyses investigated TVOntario's adult English-speaking audience. One assessed television viewing habits, needs, and interests; the other focused on the specific educational aspirations and concerns of this adult population.

The other major analyses revealed

the program preferences of pre-schoolers, how and why primary and junior teachers use television in their classrooms, and how much and how effectively community colleges and universities are using TVOntario programming.

Of special interest in the context of the year's development was an analysis of Ontario's responses to the proposed public-subscription plans. The general conclusion was heartening, and it encouraged the Revenue Development office to formulate a more specific approach.

The Market Research branch also fulfilled its responsibility to pinpoint and analyze any problems connected with TVOntario products, distribution, and communication. One of the seven surveys designed to do this was an investigation of audience reaction to the scheduling and content of the *Saturday Night at the Movies* series. Another evaluated the francophone children's activity

booklet *Bonjour Soleil*. Program promotion and advertising and the problems of school board media centres were also surveyed.

Program performance was measured against target objectives, and such important statistics as market share, cost per user hour, and quality of use were discovered. The annual in-school survey to assess the use of TVOntario's products in the educational system paid particular attention to the attitudes of school boards.

The participation of Market Research in TVOntario's strategic planning ensures that the results of these kinds of analyses and surveys are applied where they should be: to the creation, development, or adjustment of all educational services offered. And, as annual budgets emerge from the longer-term strategic plan, Market Research is on hand to temper creative aspirations with the reality of what people want. ■

### 1980-81

## TVO Board Of Directors Le conseil d'administration

**T**he members of the Ontario Educational Communications Authority also constitute its board of directors. They are appointed by order of the Lieutenant Governor in Council.

The board is ultimately responsible through the legislature to the people of Ontario for the work of TVOntario. It establishes policies to fulfill TVOntario's goals, and evaluates performance against those policies. It approves strategic and fiscal plans, and reviews the general shape of programming. Its actions flow through board committees (for audit, compensation, extension and utilization, finance, and revenue). During 1980-81 the board met on nine occasions, and its committees, collectively, met 23 times. It was advised by the five Regional Councils, the Francophone Advisory Committee, and the Long-Range Planning Advisory Council.

**L**es membres de l'Office de la télécommunication éducative de l'Ontario constituent également son conseil d'administration. Ils sont nommés par un arrêté en conseil du lieutenant-gouverneur.

Le conseil d'administration répond des activités de TVOntario devant le Parlement et, par ce biais, devant la population de toute la province. Le conseil établit les politiques dont TVOntario a besoin pour atteindre ses buts et évalue les résultats obtenus comparativement à ces politiques. Il approuve les plans financiers et les plans stratégiques et il passe en revue l'état général de la programmation. Ses initiatives prennent forme par l'intermédiaire des divers comités rattachés au conseil et composés exclusivement d'administrateurs. Ces comités, qui ont fait l'objet d'une réforme au cours de l'année, sont les suivants: vérification, rémunération, expansion des affaires, développement et animation, finances, revenus.

En 1980-81, le conseil d'administration a tenu neuf assemblées et ses comités se sont réunis, au total, à 23 reprises. Le conseil a bénéficié des avis formulés par les cinq conseils régionaux, par le Conseil consultatif francophone et par le Comité consultatif de planification à long terme. ■

Members and directors of the board were: Les membres de l'Office et administrateurs siégeant au conseil d'administration étaient

Ruth M. Bell Nepean	Jim Parr Chairman/Président du conseil Toronto
Henry Best Sudbury	John M. Porter Vice-chairman/Vice-président du conseil Clarkson
Edward F. Boehler Toronto	(until 5 February 1981 jusqu'au 5 février 1981)
Jerry Bromstein Dundas	John A. Radford Brockville
Derry Byrne Ottawa	Alan Salmon Burlington
(from July 1980 depuis juillet 1980)	(until 30 June 1981 jusqu'au 30 juin 1981)
Georges Gauthier Ottawa	Henry Wiens Niagara-on-the-Lake
Marc-Yvan Giroux Welland	Donald S. Mills, QC Secretary and General Counsel Secrétaire et chef du contentieux
Edwin R. Jarmann London	Ethane M. Munro Executive Coordinator Coordonnateur administrative
Robert E. Michels Atkinson	

## Project Research Reveals Effectiveness Of TVO Programs

**P**roject Research serves both English and French Educational Services production staff by studying and analyzing all phases of program creation from two points of view. Formative (pre-production) evaluation can include background research, evaluation of a concept, script consultation, and testing of pilot programs. The major purpose of this service is to allow production staff to modify and improve programs before final production decisions are made.

Project Research also designs and conducts summative (post-production) evaluation of completed programs to learn whether or not they will do the job they were designed to do. Project Research staff examine the appeal of the product, its educational effectiveness, and ways to use the learning system.

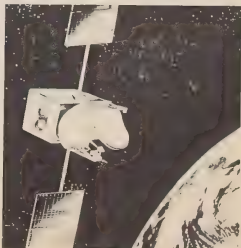
In 1980-81 Project Research completed 23 evaluation studies with an additional eight in various stages of completion. Most of these were conducted in open-ended programming (*Rough Cuts*, *Saturday Night at the Movies*, *The Greatest Thinkers*, and *The Music Room*); learning-system evaluation (*Health and the Environment*, *The Music of Man*, *Every Child Is Special*, and the *Dreamspeaker* adult literacy project); and French-language programming (seven series, among them *La Pierre: à la une*, *Les boucaniers d'eau douce*, *Télé-cinéma*, and *Passé-Portait*).

The financing of a major undertaking, *The Social Impact Evaluation of the Direct-Broadcast Satellite Field Trial*, was assisted by several ministries: Culture and Recreation, Northern Affairs, Transportation and Communications, and the federal Department of Communications. Project Research staff conducted personal in-depth interviews with the 26 mid-northern families participating in the direct-broadcast satellite field trial.

The research team also surveyed more than 2,000 residents across northern Ontario by mail to assess their attitudes toward the expansion of broadcast service and their preferences in different kinds of programming. Another part of the study compared program preference of people in the north with those of residents of the southern part of the province.

Northerners believed that a greater availability of television would reinforce ties between north and south, keep them better informed, stimulate interest in national affairs, and make their lives more enjoyable.

Project Research staff members were also invited to describe some of TVOntario's unique methods of research evaluation at five major educational conferences, including the Association for Educational Communications and Technology convention in Denver, Colorado.



■ Northern Ontarians receive TVO signal by satellite.  
Les habitants du nord de l'Ontario captent TVO par satellite.

## Objectives

from page 1

tion. The distinction of cutting the great birthday cake was shared by Ran Ide, TVOntario's first chairman and chief executive officer, and the Honourable Reuben Bantz, Minister of Culture and Recreation, through whom TVOntario reports to the legislature. The distinction of the cake by a grocery chain symbolized TVOntario's new financial sustenance.

TVOntario was established with correspondingly broad objectives, by an act of the Ontario legislature in 1970 (The Ontario Educational Communications Authority Act). The board interpreted its mandate in equally broad terms: "to use electronic and associated media to provide educational opportunities for all people in Ontario." The sight of that goal has never been lost. The means of reaching it necessarily change.

Last year's annual report signalled the most substantial and influential change: TVOntario would "use new strategies to exploit new markets, broaden the project-financing base, and encourage more corporate and private support."

The target date for implementation of a new organizational structure that could develop and deliver the new strategies was 1 October 1980. There would be two main sectors under Executive Director David Walker: Educational Telecommunications (ETS) and Finance and Operations (FOS), ETS, led by Managing Director Peter Bowers, would be responsible for using new technologies and corporate marketing techniques for the production, financing, and distribution of learning opportunities to the people of Ontario. Similarly, FOS, headed by Managing Director Donald Brookes, would manage TVOntario's resources and operations.

The Educational Services divisions for both English and French programming are central to ETS. These are surrounded by units involved with marketing, research, scheduling, and technological planning. Their activities are complemented by the development and maintenance of working relationships with government, educational organizations, broadcasting industries, and the general public.

FOS devotes its energies to coordinating TVOntario's strategic plans, to budgeting, production operations, purchasing, industrial relations, legal affairs, developing new funding sources in the private sector, and to keeping TVOntario on the air.

The new organization took shape midway through a year in which ambitious operational goals had already been set within a tight budget. The board approved a planned \$500,000 initial deficit for the year's operation that was to be eliminated by careful control during the year. It also expected a number of performance targets to be met, among them:

- Educational Services (English) was to design, produce, co-produce, and acquire 937 hours of new programming for delivery to educational institutions and to children and adults at home.
- Educational Services (French), serving the francophone community, was to deliver 134 hours of new programming to a similar range of audiences.
- Information and Publications was to be responsible for the publication of all study guides, textbooks, workbooks, and resource brochures, designed by the two Educational Services divisions. The attention: to attain complete cost recovery.
- The combined efforts of Market Research and Project Research were to identify audience needs, reinforce guidelines for effective programming, evaluate the success of educational projects, and suggest future directions.
- The gross sales of marketing were to meet or exceed \$1.3 million.
- The Corporate Development division was to ensure a heightened awareness of TVOntario in government and educational organizations and the continued assistance and advice of the advisory councils.
- A reorganized Information and Publications branch was to increase the viewing audience and the use of TVOntario's services.

There were moments of apprehension during quarterly monitoring; but year-end results found the goals to have been met — and in many cases exceeded. On other pages of this report, Jim Parr, chairman and chief executive officer of TVOntario, expresses his satisfaction with the performance, and highlights of the year's activities are described.

What will also be found, as we begin a tenth anniversary celebration, is a warm respect for the accomplishments of the past and an enthusiastic commitment to the future.

## Tour de force

note de la page 1

De nos jours, la télévision éducative est activement utilisée dans les classes, où elle permet d'enrichir les programmes d'étude, de les rendre plus intéressants et d'en élargir la portée. Aux enseignants et étudiants qui s'en servent, elle ouvre la porte à tout un monde d'activités nouvelles et stimulantes. Au foyer, la télévision éducative attire un nombre croissant de téléspectateurs de tous

niveaux qui deviennent tous, chacun à leur façon, des étudiants. En apprenant quelque chose de nouveau, ils voient évoluer leurs idées, remettent en question leurs préjugés, se lancent dans un processus constructif de réflexion et d'action.

La télévision éducative veut se tailler une place sur deux marchés bien distincts. Le premier, c'est les établissements d'enseignement, les écoles, collèges et universités. L'autre englobe tout le milieu des

## Did you know...?

TVOntario is one of the few broadcasting networks that respond to recommendations from advisory councils. There are five Regional Councils — Northwestern, Northeastern, Southwestern, South-central, and Eastern. The Francophone Advisory Council makes recommendations based on the wants and needs of Franco-Ontarian communities.

There are no commercials on TVOntario.

30 September 1981

The Honourable Reuben C. Bantz  
Minister of Culture and Recreation  
Queen's Park  
Toronto

Dear Minister

In accordance with the provision of Section 12 (1) of the Act to Establish the Ontario Educational Communications Authority, I submit herewith the Tenth Annual Report of The Ontario Educational Communications Authority for the year ended 31 March 1981.

Sincerely

Jim Parr

Jim Parr, FRSC  
Chairman

## Saviez-vous que...?

30 septembre 1981

L'Honorable Reuben C. Bantz  
Ministre des Affaires culturelles  
et des Loisirs  
Queen's Park  
Toronto, Ontario

Monsieur le Ministre,  
Conformément aux dispositions de l'article 12, alinéa (1) de la loi créant l'Office de la télécommunication éducative de l'Ontario, je vous soumetts le dixième rapport annuel de l'Office de la télécommunication éducative de l'Ontario pour l'année financière se terminant le 31 mars 1981. Veuillez agréer, Monsieur le Ministre, l'expression de mes sentiments distingués.

Le Président du Conseil d'administration,

Jim Parr

Jim Parr, FRSC

## Objectifs

suite de la page 1

batteilles gagnées et les objectifs atteints. (On décide d'oublier pour quelques heures les batailles perdues et les objectifs encore inachevés.) On en profita pour réaffirmer, comme il se doit, les buts de l'organisation. Lorsque vint le moment de couper l'imposant gâteau d'anniversaire, on fit appel à messieurs Ran Ide, premier président du conseil d'administration et premier mandataire général de TVOntario et Reuben Bantz, ministre des Affaires culturelles et des Loisirs, par l'intermédiaire duquel TVOntario fait rapport de ses activités à l'Assemblée législative. Le gâteau, d'une chaîne d'épicerie, symbolisait bien la nouvelle stratégie d'auto-subsistance financière adoptée par TVOntario.

TVOntario fut dotée d'objectifs

d'urgence, courageusement élaborés lors de sa création par une loi du Parlement de l'Ontario, en 1970 (la Loi sur l'Office de la télécommunication éducative de l'Ontario). Le conseil d'administration proposa en termes également très vagues l'interprétation de ce mandat: "utiliser les médias électroniques et autres médias connexes pour offrir des possibilités d'apprentissage à toute la population de l'Ontario." On s'est fait un point d'honneur de ne jamais perdre de vue cet objectif. Les moyens mis en oeuvre ont été adaptés, bien sûr, à subir une évolution.

Le rapport annuel publié l'an dernier mentionnait les changements les plus marquants et les plus substantiels alors en cause. TVOntario se préparait à recevoir "à la fois de nouvelles stratégies pour exploiter de nouveaux marchés, élargir ses activités pour le financement des projets et

encourager une assistance accrue de la part des compagnies et du secteur privé."

Le 1<sup>er</sup> octobre 1980 marqua la mise en place d'une nouvelle structure organisationnelle conçue dans le but de promouvoir l'essor de nouvelles stratégies. Depuis lors, deux principaux secteurs relèvent du directeur exécutif, David Walker: les télécommunications éducatives ainsi que l'exploitation et les finances. Les télécommunications éducatives, sous la responsabilité du directeur administratif Peter G. Bowers, s'occupent de la gestion, du marketing et des nouvelles technologies de pointe appliquées à la production et à la distribution de projets éducatifs à l'attention de la population ontarienne. Au chapitre de l'exploitation et des finances, c'est le directeur administratif Donald V. Brookes qui est chargé de superviser l'utilisation

Voir objectifs page 13

de nouveaux intérêts l'individu bien installé dans le confort de son foyer aimait la convocation de demeurer à notre écoute.

TVOntario propose aux téléspectateurs ce que nous avons convenu d'appeler des "possibilités d'apprentissage". Nous participons nous-mêmes à un tel processus d'apprentissage, à mesure que nous nous nous tenons prêts à répondre toujours mieux aux besoins changeants des étudiants que nous voulons servir. À cette concurrence que nous nous faut affronter, celle des établissements d'enseignement avec leurs méthodes éprouvées et celle des

autres chaînes de télévision et l'incompréhensible qu'elle propose, viennent s'ajouter d'importants problèmes financiers. Le défi n'en est que plus exigeant.

La démarche adoptée par TVOntario pour la réalisation et la distribution de ses émissions est complexe... et encore en évolution. Il faut d'abord préciser que l'image affichée sur l'écran du téléviseur n'est que l'un des multiples éléments en cause. La plupart des émissions disponibles à l'école et au foyer s'accompagnent de livres ou livrets, suggestions de discussion, liste de

Voir tour de force page 9

## Workshops, Newsletters Get TVO Message To Ontarians

The Utilization Services branch finds lively ways of bringing TVOntario to the province. Workshops for teachers, community workers, and the general public introduce new audiences to educational television or bring new ideas to people already in the business.

During the year the French Utilization branch held 91 curriculum-based workshops for francophone educators and more than 50 workshops and meetings at francophone cultural centres, special conferences, and service clubs. The English Utilization staff conducted a total of 190 workshops, seminars, and conferences that involved more than 7,800 participants. Although these events covered all TVO programming, they concentrated on programs and activities developed for the International Year of the Child, the International Year of Disabled Persons, women's studies, parenting, and community awareness.

In November 1980, the branch launched a special utilization activity to accompany the annual conference of the Ontario Association for Curriculum Development, dealing with the future impact of technology on education. *From Books to Bytes* was



From Books to Bytes.

built around a live 90-minute broadcast that attracted a viewing audience of almost 46,000 people. The program was supported by an anthology of relevant articles and resources that sold more than 6,000 copies. Boards of education, colleges, universities, and community groups formed task forces to continue dealing with the issues raised by the broadcast and the anthology.

### Resource teachers

The highly successful TRT program continued to grow. This network of television resource teachers and professionals in schools, postsecondary institutions, and community agencies encourage their peers to use television more effectively and more frequently in their work. Forty-seven school boards now participate in the TRT program with a total of 1,385 TRT teachers, including 19,300 postsecondary teachers. One channel of communication between TVOntario and the TRTs is *TRT News*, written and distributed three times a year by Utilization and Information Services staff.

During 1980-81 two other newsletters were developed and distributed in a collaborative effort of Utilization, Educational Development, and Information Services. TVOntario is directed to group



Customer Service handles publications. It serves as a clientele service line to documents accompanying its divisions.

leaders and instructors in adult and continuing education. *CAU News* features items and articles about TVOntario of interest to colleges and universities across the province.

One of Utilization's most successful projects in 1980-81 was *The Parents' Academy*. This computer-managed learning system involved user-oriented, two-way communications, and followed the educational principles established by previous academies such as *Health and the Environment* and *The Music of Man*. Designed by the Development Research branch, *The Parents' Academy* enabled more than 2,000 participants. Community workshops were developed and organized by Utilization staff to support and follow up the academy activities.



The Parents' Academy

Educational Development also created two new units in the Prime Time Television project. The branch produced a revised print package for the program, "The Ugly Little Boy," and developed an adult literacy print package based on the award-winning Claude Jutra film *Diamondspeaker*.

### Summer success

Other Educational Development and Utilization projects exceeded past successes. *Summer Academy 1980* (based on earlier *Camp TVOntario* projects) was made possible through a special grant from the Outreach Ontario service of the Ministry of Culture and Recreation. This project emphasized field activities designed to help summer recreation leaders to use television and related print materials as the basis for youth programs. Another important Utilization accomplishment that grew from the 1980 *Summer Academy/Camp TVOntario* was the development of a resource network among northwestern Ontario agencies.

In May 1980, with the broadcast of *Every Child Is Special*, TVOntario became a catalyst introducing many Ontario communities to their own helping services. The project consisted of four 90-minute television forums that allowed viewers province-wide television. This experience led to the coordination of the Muskoka Umbrella Project. The objective of this videotape-based event was to encourage workers in the social-service professions of the community to get together to share information and improve their service to the community. The success of the Muskoka project encouraged Utilization staff to use it as the model for community development in other parts of the province.

The Videotape Program Service (VIPS), a nonbroadcast service that distributes tapes on a cost recovery basis, sold over 21,000 programs (10 percent of which were French-language).

Utilization's Preview Service distributed 2,100 videotaped programs to colleges and universities, school boards, and some community agencies for workshops that featured TVO programming.

And last year, through the Lease-by program, Ontario educational institutions purchased 447 units of video equipment, bringing the program's total to 1,073.

## TVOntario Creates Programs That Entertain And Educate



"Television is a more powerful influence than school."

Dr. Beate Stephenson, Ontario Minister of Education, quoting a recent California study.

This study reveals what many have long suspected: television is a pervasive force in North America. The issue is no longer the medium itself (McLuhan to the contrary); rather, it is how the medium's power can best be used.

The educational purposes of television are no less significant in the home than they are in the classroom. True, this purpose is often questioned for no other reason than that the program is entertaining. A suspicion of irrelevance attaches to education when it is made engaging and fun. However, TVOntario believes that its programs are educational, whether they are used at home or at school. The extent to which they may provide opportunities for learning depends on the viewer. The same may be said of any experience in any environment.

In 1980-81 TVOntario increased its inventory of programs by 1,540 hours of new material, produced and acquired, in English and in French.

	English	French
Produced	412	105
Acquired	864	159

In a yearly schedule of about 6,000 broadcast hours, it might be argued that 25 percent new materials is not impressive. In reality, with an annual budget that is very modest compared with that of any other producer/broadcaster, and with the amount of international recognition that many of TVOntario's programs receive (see Awards, page 7, and the marketing sales story, page 12), TVOntario has achieved impressive productivity.

Many of the programs, both acquired and produced, are broadcast more than once at different times and in different seasons so that the learning opportunities provided are available to the largest number of people.

It is difficult — and hazardous — to determine the proportions of programming directed to home viewers and to school, college, and university. Some children's programs (for example, *Readalong*) are watched just as avidly at home as in kindergartens and grades 1, 2, and 3. *For Forward*, the Shakespeare plays, *The Age of Uncertainty*, *Health and the Environment* are among many series that are watched both in the classroom and the living-room. While this duality creates some difficulty in budgetary analysis, the confusion is a splendid one that TVOntario enjoys. It not only demonstrates that education is not bounded by the school; it shows that programs that attract and entertain a prime-time audience also fit curricular requirements.

Almost all of Ontario's schools use TVOntario's television-based learning materials, supplementing televised programs with published guides and complementary reading material. *Read All About It* (a sequel to *Readalong* for grades 4 and 5) drew an



Read All About It

enthusiastic participating audience. When the student guide cum newspaper *Herbertville Chronicle* arrived in the classroom, letters from students and teachers poured in.

The *Body Works* (22 ten-minute programs were presented during the year and, through co-production

with ACCESS Alberta, more are on the way) encouraged children to consider their diet, and enjoy keeping fit. New five-minute *Readalong* Canada programs were made (156) and 26 new 25-minute *Big Blue Marble* programs were acquired. In the sciences, two pilots for a



Growth of a Continent were widely used.

While earlier series (for example, *Like No Other Place* and *Dimension in Science*) continued to be secondary-school favorites, the first five programs in a new series, *Canada: The Great Experiment*, were prepared for use in history and social studies.

Postsecondary students, teachers, and professors could choose from *The Real Story*, *Fast Forward*, *Understanding the Earth*, *The Age of Uncertainty*, *The Ascent of Man*, *Understanding Behavior in Organizations*, and many more. Several series at this level were presented as telecourses (in which the television program is broadcast rather than complementary) offered for credit by some Ontario colleges and universities.

Highlights of the programming year were the production and distribution of special-education programs in human growth and learning. In celebration of the International Year of Disabled Persons and continuing a direction established three years ago, TVOntario produced and aired programs designed to



Harry Brown/Speaking Out.

make to all more aware of the exceptional (and more common but often overlooked) dimensions of human growth. For teacher or parent, series such as *A Different Understanding*, *Everybody's Challenge*, and *Speaking Out* provided insights into the characters, actions, and reactions of children who are in some way exceptional or "different."

Audience response to these series — from at-home viewers, from social workers, from teachers, and from TVOntario's peers in the telecommunications industry — was phenomenal. *Speaking Out*, an interactive weekly phone-in talk show, attracted close to 30,000 regular viewers. This audience posed questions on the air to special studio guests, or, by using a special "tally-phone," can yes or no votes on matters of social concern. As many as 10,000 calls were registered during one broadcast.

Among TVOntario's most loyal audiences are the youngsters at home who enthusiastically respond to old and new episodes of *Polly Dart Door*. Encouraged by the fact that *Polly Dart Door* attracts more viewers on the network than *Sesame Street* does, TVOntario made two pilots of a new series, *Today's Special*. The pilots were reviewed by many children so that adjustments could be made to the format. The children enthusiastically responded to invitations from characters in the program to join in the fun.

Children who watch these programs are often joined by their older brothers and sisters and their parents, who

## Programs

from page 5

stay tuned to watch Elvay Yost's *Magic Shadows*, and with increasing frequency, the evening's programs



Elvay Yost visits Alan Aida on set of *M.A.S.H.*  
Elvay Yost en compagnie d'Alan Aida sur le plateau de *M.A.S.H.*

*Magic Shadows*, like *Saturday Night at the Movies*, attracts large audiences. Each demonstrates the art of the cinema and captures a particular style or social condition or episode of history. The educational opportunity emerges from the medium of entertainment in *Gene DiNovi's Music Room*, a series of 13 30-minute programs about the composers and lyrics of North American popular music. In the *Performance* time slot on Monday night, which was filled with videotaped concerts, operas, and special; in the TVOntario production *Journey to Kaveri*, an award-winning program featuring Canadian singer-composer Ann Mortimer; and in the very popular *Picasso: A Painter's Diary*, made possible by IBM.

The *Real Story*, an interview series with Jim Lazer, headlined information and public-affairs programming last year. The 126 30-minute programs and two one-hour specials explored themes such as the changing political climate in Canada; the constitutional debate, including an interview with Thomas L. Wells, Ontario's minister of intergovernmental affairs; the increasingly relevant role of West Germany; Canadian historians



James Lazer/The Real Story.

and their perspectives on history; and the economics of Canada and Ontario. Ironically, a measure of this series' importance to the concerned and well informed, both in the media and among the viewing public, was the amount of valedictory comment generated in the press by the untimely demise of *The Real Story* at the end of last year's season. This was due to Jim Lazer's decision to retire, at least temporarily, from broadcasting, and return to teaching and writing.

Nature lovers tuned in regularly to watch *National Geographic*, *Wild Animals of the World*, and *Struggle beneath the Sea*. TVOntario's 12-part series, *Sport Fishing*, which was substantially underwritten by the Ontario Ministry of Natural Resources, attracted anglers, as well as those who enjoyed seeing Ontario's scenery. Technology buffs were rewarded with 10 new

30-minute programs in the popular *Fast Forward* series, and *Don't Ask Me* returned with its whimsical approach to everyday science questions.

During the year, the people of Ontario became on-air personalities as the crew of *People Patterns* travelled the province shooting 24 new half-hour programs. *People Patterns* was effective both on the road and on the screen, as veteran producer-director Jean Reed-Cline captured the interests and imaginations of Ontario residents, whether they were exploring projects initiated by the Koroona Native Women's Association to provide employment for native people, visiting the home of a Haliburton couple who have included orphans from Vietnam and Korea in their family, or portraying the

drama of fighting forest fires at Red Lake.

From *Books to Bytes*, a special live telecast, was a highlight of programming as well as of audience participation. Host Laurier LaPierre and panelists Gordon Thompson of Bell Northern Research, David Mitchell of Concordia University, and Boris Mauer of the Federation of Communications Workers of Canada delved into the implications of electronic technology for education. These four touched off sparks, both in themselves and in the audience present, that ignited the evening for two hours.

Last year, Educational Services, French, produced, co-produced, or acquired almost 17 percent of all TVOntario programming. During the season the division gave its programming the new *Bonjour* theme in



French-language time slots. The scheduling of a solid block of French programs on Sundays, from noon to signoff (the second year this configuration was used) was especially successful, with an audience increase of 33 percent over the previous year's figures.

*La petite Lulu*, *Colorado*, and *Passe-Paroi* continued to delight and instruct youngsters, and, in the same vein, *Charlie Brown*, a French version of the famous animated series, was added to the roster of preschool programming.

The selection of program material for use in schools was considerably expanded by the addition of new episodes to series such as *Pays et peuples*, *Aminéque du Nord: terre en vie*, and *L'empire de l'homme*, and by the French-language version of *Eurokal*.

Production *Harmonie*, a social-studies series, produced by 10 international educational-television agencies, was a highlight of the year. In this project, each agency produces a single 30-minute program and gains access to the other nine. Representatives from most French-language educational broadcasters around the world are members of the consortium. TVOntario's contribution to this project, *Nickel et le monde*, a dramatization of the history and cultural-economic significance of nickel production, was made last year on location in Sudbury.

The needs of francophone post-secondary students and educators were served with series such as *Ca, c'est l'Ontario*, a portrait of Ontario presented from the Franco-Ontarian point of view (26 half-hour programs were produced); *L'aventure humaine*, a multidisciplinary approach to the study of human nature (13 new 30-minute programs); and *Parler français en Ontario*, a one-hour pilot produced for a proposed language series.

A variety of French-language programming, similar in nature to that of the English programming schedule, was produced or acquired specifically for the at-home audience. *LaPierre: d la une* continued to present



Corrad Lavigne, Laurier LaPierre.

current affairs in a talk-show format, and *L'Est-Show* offered an overview of today's francophone media.

The *Théâtre Vision* project was completed in 1980-81 with the production of a 30-minute movie, *Le départ de 89*.

The branch also developed a concept for *Harmonie*, a proposed cable television package to expand the availability of TVOntario's French-language programming. It, also, awaits funding.

It is difficult to give a fair account of the more than 6,000 hours of programs and their associated publications (some 39 during the year). However, they are all very public property. Most of Ontario's citizens can receive the broadcasts; all can obtain the publications. ■

## TVO Programs Reach 87% Of Ontario Population

The year marked a turning point in the distribution of TVOntario's programs. When the Honourable Reuben Barr announced that the network would be extended by transmitters in Owen Sound, North Bay, and Timmins, the prospect of distribution by satellite rather than by microwave became an economic reality. As a result, as soon as the new transmitters are operational — this will roughly coincide with the availability of a transponder on *Anik C* — it is hoped that TVOntario's programs will be transmitted via satellite and will become available to all parts of the province.

Meanwhile, about 87 percent of the population are able to receive programs by microwave, which activates nine transmitters. The full TVOntario broadcast service was carried during the year by cable companies within the broadcast area, and also distributed to northern communities by the mid-Canada cable system. A further 46 northern locations were able to receive TVOntario for much of the broadcast day through *Anik B*.



Recording distribution par satellite.

Service made possible by the federal government. The signal from *Anik B* is received and distributed by cable operators and a community transmitter in Armstrong (TVOntario's first affiliate); it is also received by institutions (such as the Quebec Centre) and a few homes.

TVOntario's programs continued to appear on a repeat cable channel, dubbed TV02, on Rogers Cable-

systems in southern Ontario. This delivery system is mainly used to provide an adult-education service, supplemented by telecourses produced by provincial colleges and universities. Both TVOntario and Rogers CableSystems are studying how to use this important facility to best advantage.

TVOntario's programs were also transmitted by the CBC English radio broadcasts service for three half hours each week; and the CBC French network carried five and a half hours per week of TVOntario's programs — a service that, regrettably, the CBC discontinued at the end of the year.

Programs were also made available by TVOntario's Videotape Program Service (VIPS). VIPS allows schools and school board media centres to acquire videotapes of programs for use in the classroom outside the broadcast schedule. During the year, 21,294 tapes were delivered to schools, colleges, and universities as well as to some libraries and community groups. As institutions acquire their own video recording equipment, they tend to tape programs off air for themselves — a service that does not break copyright for most TVOntario broadcasts.

During 1980-81 the North American public became much more conscious of its ascendancy in the business of choosing what it wanted to see on the television screen, much to the chagrin of the big networks. Pay television, a multiplicity of channels, satellite transmission, tapes (bought or rented), and the videodisc all heightened the possibilities of individual choice. The range of available program material is itself broadened as videodisc systems use the television screen. And a personal interaction with the screen is made possible when television is connected to low-cost microcomputers. TVOntario recognizes this rich potential as part of those "electronic and associated media" for providing educational opportunities, and is actively pursuing developmental work on them. ■

## TVO Develops Technologies Of Future

Development work at TVOntario is concerned with the future state of the art. In a sense, then, it is the business of everybody at TVO, because educational telecommunications continually present new opportunities for exploration. Program innovations are described in other columns. Here are a few examples of developments of a more technical kind.



Last year the Department of Communications agreed to the continuation of the *Anik B* satellite direct broadcast to northern Ontario communities, until *Anik C* gets up there and TVOntario is linked to it. This provided the opportunity to do some technical and social-impact studies that showed the feasibility of transmitting educational programs to the more remote parts of the province by satellite.

Then there was *Galaxie* and *VISTA*, for children and adults respectively, two services offered by TVOntario on videotape to cable systems across the country. The full potential of this distribution system has not yet been realized because of problems in regulations and satellite costs, but the TVOntario development visionaries continue to plan for a confident future. *VISTA* hints at the possibilities of the *Fast Forward* on new technologies offered in the *VISTA* package was tied in with the science page of the *Globe and Mail*, used distributed across the country via satellite for regional printing and distribution.



# Kudos For TVO Programs And Graphics

## Palmarès des émissions et des arts graphiques

### Program Awards/Prix pour les émissions

In 1980-81 TVOntario programs continued to reap international recognition. Seven programs were honored, with a total of 12 awards.

En 1980-81, les émissions de TVOntario ont continué de faire leur marque sur la scène internationale. Sept de nos émissions ont remporté, au total, douze trophées.

Association for Media and Technology in Education in Canada (AMTEC) Awards, Ottawa

Award: Award of Excellence  
Program: "From the Beginning"  
(North America: Growth of a Continent)  
Producer: David Chamberlain

Award: Award of Excellence  
Program: "Patterns"  
(Math/Makers)  
Producer: Clive Vanderburgh



"Patterns."

Columbus International Film Festival, Ohio

Award: Chris Bronze Plaque  
Program: "Journey to Kelowna"  
Producer: Don Thompson



Journey to Kelowna.



"Belonging."

Award: Chris Bronze Plaque  
Program: "Belonging"  
(A Different Understanding)  
Producer: Christa Singer

Award: Chris Bronze Plaque  
Program: "What's Bugging Him?"  
(A Different Understanding)  
Producer: Babs Church



"What's Bugging Him?"

International Film and TV Festival of New York

Award: Gold Medal  
Program: "Lasers" (Fast Forward)  
Producer: Wally Longul

Award: Bronze Medal  
Program: "From the Beginning"  
(North America: Growth of a Continent)  
Producer: David Chamberlain



"From the Beginning."

### Chicago International Film Festival

Award: Gold Plaque  
Program: "Lasers" (Fast Forward)  
Producer: Wally Longul



"Lasers"

### Houston Film Festival

Award: Gold Venus  
Program: "Journey to Kelowna"  
Producer: Don Thompson

Award: Silver Award  
Program: "Belonging"  
(A Different Understanding)  
Producer: Christa Singer

Award: Bronze Award  
Program: "From the Beginning"  
(North America: Growth of a Continent)  
Producer: David Chamberlain

### International Reading Association

Award: Broadcast Media Award for Television  
Series: Read All About It  
Producer: Jeremy Pollock



Read All About It.

### Graphic Design Awards/Prix en arts graphiques

In 1980-81 TVOntario's Graphics department produced a record volume of print, design, typesetting, TV graphics, and related services. The excellence of these materials is evidenced by 17 design awards from the National Association of Educational Broadcasters.

En 1980-81, le Service de conception graphique de TVOntario a produit un volume record de documents imprimés, travaux de conception et de photocomposition, illustrations graphiques destinées au petit écran et services connexes. L'excellence de ce matériel a été reconnue et honorée de 17 prix en arts graphiques que lui a accordé l'Association nationale de la télécommunication éducative.

Video resource catalogue: Women's Studies  
Designer: Joyce Cosby

Video resource catalogue: Primary/Junior  
Designer: Tom Plisworth

TVOntario marketing catalogue  
Designers: Joyce Cosby and John Randle

French in-school schedule (l'Horaire des émissions scolaires en langue française: Horaire scolaire)  
Designer/Graphiste: Peter Wootton

Program guide: Every Child Is Special  
Designer: John Randle

Program guide: A Different Understanding: Autism  
Designer: Peter Wootton



Program guide: A Different Understanding: Learning Disabilities  
Designer: Peter Wootton

Sourcebook: The Ugly Little Boy  
Designer: Jim McLachlan

Video resource catalogue: Bushmen of the Kalahari  
Designer: John Randle

Promotional kit: Environments  
Designer: Joanne Kubicki

Pamphlet/Depliant: Grandir avec ou contre ses parents  
Designer/Graphiste: Dick Derhodge

Publicity package: Fast Forward  
Designer: Dick Derhodge

Promo slide: Vana  
Designer: Peter Wootton

Promo slide: The Magic of Dance  
Designer: Tom Plisworth

Promo slide: Saturday Night at the Movies  
Designer: Tom Plisworth

Promo slide: Plan Murder  
Designer: Joyce Cosby

Animation: "Physical Facts" from the series Eureka!  
Animation Firm: Grafilm

Producers: David Stansfield and Denise Bouteau

Animation: "Physics Facts", dans le cadre de la série Eureka!  
Compagnie d'animation: Grafilm  
Realisateurs: David Stansfield et Denise Bouteau



### TVO tour de force

from page 1

enriches the curriculum. Teachers and students who use it are projected into exciting and imaginative activities. In the home, educational television has attracted a rapidly growing audience of all sorts of people who — each in his or her own way — become students. Something new is learned, minds are turned over, prejudices are probed, changes occur, actions arise.

Educational television straddles two marketplaces: one foot is in the institutions — the schools, colleges, and universities. The other is in the bustling communications and information business — one of the world's largest industries — which inundates the public with its merchandise. Whether the merchandise appeals to everyone or not, it is artfully made and skillfully delivered.

Consequently, TVOntario finds itself in a uniquely challenging position. It has to show its worth in institutions where educational values have been carefully developed (and perhaps even protected) over the years. And it has to appeal to the individual at home, who can turn the switch to many other things — one of which is "Off."

As TVOntario presents what it

rather uncomfortably calls "learning experiences," it continually does through its own learning experience as it tries to meet and satisfy learners in changing markets. The competition presented by traditional institutions, and by the glitter of other television channels, is compounded by financial troubles. The challenge is sharpened.

The way in which TVOntario's programs are developed and distributed is complicated — and changing. First, it must be understood that there is more to it than the picture on the screen. Most programs, in school and at home, are backed by books or pamphlets, suggestions for discussion, lists of helpful agencies, and so on. In other words, the television program, produced or purchased, is designed into an educational context. This, more than any other single characteristic, is what makes TVOntario's work "distinctively different."

Another difference involves the research associated with the programs. Any new program must be shown to be needed — and here the Market Research branch comes into action.

Markets are defined and the needs and preferences of the markets are analyzed. Type of product and

effective delivery to the target markets are monitored. As the program is developed (on paper and in talk) it has to stand the pre-production tests of Project Research: does it do what it was intended to do? As scripts are written, experts are called in to assess the content of the project; does it cover the salient points; is it correct, fair? Project Research teams measure the reaction of viewers to the earliest pilot programs. Adjustments are made. More tests. Even after a first broadcast, the program may go back to be reshaped.

The heart of TVOntario's work lies within the two Educational Services divisions: one for English, the other for French. Within them are the educators, the creative people, the monitors of costs, the organizers of programs, the directors and producers, the designers of educational projects, the people who encourage a fit "utilization" of the programs by going to schools and communities to listen, talk, and show.

Another distinctive difference about TVOntario is its dependence upon an elaborate advisory structure. Regional Councils reflect the demographic complexity of the province; the Francophone Advisory Council focuses the needs of French-speaking Ontarians; academic dis-

cipline committees and a post-secondary group bring their views to bear. The Long-Range Planning Council sets its eyes on a more distant horizon as it advises the board, which itself brings a rich variety of abilities and action as it shapes TVOntario's policies. It does this carefully, for it carries the ultimate responsibility.

At the working level — another difference — TVOntario has consulting liaisons with many ministries of government and several educational organizations (including the very supportive Ontario Federation of Teachers, the Ontario Association of Educational Administrative Officers, the School Trustees Council, the Ontario Association of Continuing Education, and the Ontario Association for Curriculum Development). There is not always agreement. But there is always a vital interaction. This may involve letters from grade 2 students (these come by the thousands!), a computer-managed learning program (the most recent was for parents), or the phone-in of *Speaking Out*. TVOntario's current work with Feldon promises to extend interactive television.

The distribution of programs is different, too. The current broadcast mode (via microwave) is supple-

mented by direct-broadcast satellite and cable, and by dispatch of videotapes (more than 21,000 last year) to educational institutions.

Even in collective agreements with artists and writers, TVOntario is different: all its own productions, and, whenever possible, the programs it acquires, carry permission for any number of broadcasts as well as for taping off air for a four-year period.

The collectivity of TVOntario — its board, its advisory councils and committees, its staff — faces its most challenging task as it shapes itself for the future. The so-called fragmentation market is one thing; but what about videotapes, videobooks, rental of videotapes, home recording? What about core curriculum vs. social education? What effect will the cheap microcomputer have on education? Will other networks move into educational television as sitcoms fail? Will governments shift priorities towards or away from education and telecommunications?

The achievements of TVOntario during the past year were based on a foundation of ten years' unique accomplishments, described in this report. The construction of its future will be determined by economics and technologies as well as design and creative craftsmanship.

## TVOntario Battles Inflation

With a substantial growth in audience, and against a nine percent inflationary pressure, TVOntario received a little less than a seven percent increase in its combined basic grants. The Ministry of Culture and Recreation grant at \$11,371,500 represented a seven percent increase, the Ministry of Education grant, at \$7,860,800, a six percent increase. However, the point cannot be overlooked that the Ministry of Education's grant for the previous year, 1979-80, had been reduced by 14 percent. Therefore, the funding from that ministry in 1980-81, while a welcome reprieve from the previous experience, still left a substantial revenue shortfall.

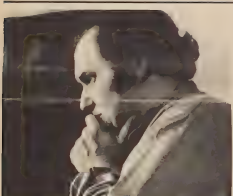
### New funding strategies

The combined grants represented about 80 percent of TVOntario's revenue. The remaining 20 percent

was earned by a diversified and increasingly successful funding strategy.

During the year, TVOntario's financial situation was the subject of discussion at the Ontario legislature's Estimates Debates. The Standing Procedural Affairs Committee of the Government of Ontario also reviewed the organization and supported the financial initiatives. It recommended the continued pursuit of alternative funding sources, more aggressive market strategies, and the provision of capital funds to extend the broadcast service.

The acquisition of project-related government funds is the business of TVOntario's Project Development team, and Revenue Development solicits money and co-production agreements in the private sector. The Marketing branch sells the products and services.



Al Waxman directing *The Moral Question: Abortion*.

Al Waxman met en scène un épisode de la série "The moral question" sur l'avortement.

## TVO Seeks Supplementary Funds

TVOntario tries to supplement its public dollar with funds from other sources and from co-productions.

Prospects for co-production often spring from the ideas of producers — but they can also arise from any part of the organization. Or TVOntario may be approached by other producers or broadcasters or by financiers. No two co-productions seem to follow the same formula.

The quest for supplementary funds is no less diversified. It is important not to tilt programming by designing it to appeal to potential contributors; at the same time, we must be alert to the sort of educational programming that might attract supplementary funds. TVOntario is comparatively new to this sort of activity. But it is heartened by the success of its earliest efforts, which resulted in almost \$3,500,000 in 1980-81.

It would be easy for departments of government and private corporations to back away from requests for support by protesting that TVOntario is already funded by the public. Indeed, some do just that. But its programs are planned and

produced that appear to merit support from other quarters (inside and outside government). TVOntario is growing less shy about making its approach.

The Ministry of Colleges and Universities has been a longtime subscriber to the development of programs for its constituency. Through the Committee on Postsecondary Education Projects, programs suitable for curricular subjects and, at the same time, interesting to a general audience, are selected and produced. Last year the ministry grant was \$796,000. During 1980-81 *The Moral Question* was produced for showing in the fall of 1981, and forms the basis of a telecourse for Scarborough College of the University of Toronto. It will be controversial.

TVOntario's programming to recognize the International Year of Disabled Persons was handsomely aided by a \$210,000 contribution from six ministries coordinated by the Provincial Secretariat for Social Development. The ministries were Community and Social Services, Culture and Recreation, Education, Housing, Labour, and Transportation and Communications. Quite

## TVO Management Shuffle/Nouvelle forme de gestion

Committees, maligned though they are, are the means through which a complex organization shares information, appraises results, reaches decisions, develops actions. Not surprisingly, committee activities ripple through the structure of TVOntario, bringing together the components for — we hope — the right sort of work. Programs are developed by panels of experts; there are standing liaison committees with ministries of government; an ad hoc committee is struck to deal with a specific problem — and, with any luck, to solve it; branches and divisions meet in committee.

An intrinsic and vital part in TVOntario's new organizational structure is played by two committees: the Management Committee and the Executive Committee. The Management Committee, whose members are the four senior officers of TVOntario, meet formally and informally to deal with broad issues and, when necessary, corporate crises. It sets the framework within which the strategic plan is prepared, offers the first

round of budgetary targets, translates board policy into means of implementation, and oversees all presentations to the board.

The Executive Committee, comprising the chiefs of all branches or divisions, is the forum in which the actions and the interactions of operational lines can be described, shared, and thrashed out. By its nature, TVOntario must allow a substantial responsibility within any line of authority, whether this has to do with program production or technical operation, information services, or sales. But if the complicated network is to hold together and if innovations are to be correlated, actions must be displayed to corporate view so that they can be shared and questioned, reviewed and revised.

Senior management will admit that the first six months of practice did not always fulfill the promise of the principle. But the merits of the ideology seem to be capable of emerging the hurdles of the reality. A working process is emerging.

Les comités, quoi qu'on en dise, sont le véhicule qui permet à une organisation complexe de partager l'information, d'évaluer les résultats, de préparer les décisions et d'élaborer des plans d'action. On ne sera pas surpris de trouver maints comités bourdonnants d'activité à l'intérieur de la structure de TVOntario. Ils sont chargés de rassembler les éléments nécessaires pour produire, on l'espère, du bon travail. La mise au point de la programmation est confiée à une équipe d'experts; des comités permanents sont chargés de relations avec les ministères des divers paliers de gouvernement; un comité spécial est créé lorsqu'il faut s'attaquer à un problème particulier et le résoudre efficacement; les membres des diverses divisions et directions se rassemblent aussi pour travailler en comité.

L'un des éléments intrinsèques d'importance cruciale pour la nouvelle structure organisationnelle de TVOntario fut la création de deux comités: le comité de gestion et le comité exécutif. Le comité de gestion, dont les membres sont les quatre cadres supérieurs de TVOntario, se réunit de façon formelle et informelle pour traiter des questions d'envergure générale et, lorsque nécessaire, pour résoudre les situations de crise au sein de notre organisme. Ce comité définit le cadre à l'intérieur duquel le plan stratégique est élaboré; il propose une première série d'objectifs budgétaires; il

formule les modalités d'application de la politique établie par le conseil d'administration et toutes les présentations destinées au conseil d'administration doivent passer par le comité de gestion.

Le comité exécutif, composé du directeur de chaque division ou direction, est le forum créé pour permettre la description, le partage et la critique des actions et interactions qui relèvent de notre structure hiérarchique. A cause de sa nature même, TVOntario doit permettre à chaque responsable hiérarchique d'assumer des responsabilités étendues, qu'il s'agisse de la réalisation des émissions ou des opérations techniques, des services d'information ou des ventes. Mais si nous voulons que ce réseau complexe conserve son unité et que les innovations s'intègrent à un processus d'ensemble, les actions entreprises doivent être portées à l'attention des cadres supérieurs pour permettre les échanges, les questions et les ajustements.

C'est dans cette ligne de pensée que furent créés les deux comités. Les cadres supérieurs reconnaissent que cette première expérience de six mois n'a pas toujours donné des résultats conformes aux attentes de principe. Mais la valeur de cette stratégie semble résister aux attaques du quotidien. On assiste à l'émergence d'un processus d'action.

### Management Committee Comité de gestion

Jim Parr  
Chairman and  
Chief Executive Officer  
Président du comité et  
chef de la direction

David Walker  
Executive Director  
Directeur exécutif

Peter Bowers  
Managing Director,  
Educational Telecommunications  
Directeur administratif des  
Télécommunications éducatives

Donald Brookes  
Managing Director,  
Finance and Operations  
Directeur administratif de  
l'exploitation et des finances

### Executive Committee Comité exécutif

Chairman/Président du comité,  
David Walker  
Executive Director  
Directeur exécutif

Sandra Birkenmayer  
General Manager,  
Corporate Development  
Directrice générale, expansion des  
affaires

Brian Campbell  
Director, Revenue Development  
Directeur, développement des  
revenus  
(jusqu'en octobre 1980)

Robert Free  
Director, Contract Services  
Directeur, services juridiques

Kevin Holen  
Director, Operations  
Directeur, exploitation

Ron Keasi  
General Manager,  
Educational Services, English  
(until October 1980)  
Directeur général, services  
éducatifs en anglais  
(jusqu'en octobre 1980)

Léopold Lacroix  
General Manager,  
Educational Services, French  
Directeur général, services  
éducatifs en français

Gene Lawrence  
General Manager,  
Educational Services, English  
(from November 1980)  
Directeur général, services  
éducatifs en anglais  
(à partir novembre 1980)

Levin Miller  
General Secretary  
(until January 1981)  
Secrétaire général  
(jusqu'en janvier 1981)

Diana Orris  
Director, Revenue Development  
(from December 1980)  
Directrice, expansion des sources  
de revenus  
(depuis décembre 1980)

Bevelly Roberts  
Director,  
Information and Publications  
Directrice, information et  
publications

Jan Shah  
Director, Finance  
Directeur, finances

Bryan Tisdall  
Director,  
Planning and Production Services  
Directeur, planification et services  
de production

David Watson  
Manager,  
Management Information Systems  
Directeur, informatique de gestion

Gordon MacLean  
Secretary to committee  
Secrétaire du comité

apart from the funding — which permitted the production of some effective programs — the process of bringing histories together in this collaboration was valuable to all the participants.

The extensive nature of the list of contributors from both government and private sectors offers an immediate reason why all cannot be acknowledged in this narrative. But one or two have to be singled out. A donation of \$600,000 by Canadian Pacific Limited, to celebrate its

hundredth anniversary through the production of a series of programs on the history of Canadian art, is a magnificent contribution. North of 40°; Destiny Unknown — a series about the Canadian Arctic — has received contributions in money and in services from many private enterprises as well as the federal Department of Indian Affairs and Northern Development. Texaco continues to let us pick up Metropolitan opera; IBM let us broadcast Picasso: A Painter's Diary; and Imperial Oil

gave us *The Newcomers*.

These and many other personalities grow increasingly important to the financial backing of TVOntario.

Meanwhile, the board approved the principle of public appeals for funds. The possible success of this approach — as well as its scami side — was recognized, and the need for careful planning was appreciated. During the year a very small staff (one person, in fact) was appointed to embark upon this exciting enterprise.

# Contributors Aid TVO In 1980-81

## Appoits financiers

TVOntario is especially grateful to corporations, foundations, government departments, other agencies, and co-producers that have contributed to its work.

TVOntario est particulièrement redevable aux sociétés, fondations, ministères et autres agences ainsi qu'aux coproducteurs qui ont contribué à son travail.

### Project Funding/Projets bénéficiaires de financement

**Canadian Pacific Limited**  
Visions

**Carlton University**  
Frontiers

**Council of Ministers of  
Education, Canada/Conseil des  
ministères de l'Éducation, Canada**  
Canadian Literature  
Pays et peuples

**The Councelling Foundation of  
Canada**  
Good Work

**Dome Petroleum Limited**  
North of 60°

**The Hospital for Sick Children  
Foundation**  
Parenting Workshops

**IBM Canada Ltd.**  
Picasso: A Painter's Diary

**Imperial Oil Ltd./La compagnie  
pétrolière Impériale Ltd.**  
The Newcomers/Les arrivants

**Indians and Northern Affairs  
Canada**  
North of 60°

**The International Development  
Research Centre**  
Frontiers

**Legislative Assembly of Ontario**  
Constitutional Debate in Ontario  
Legislature

**Melville Shipping Ltd., a  
subsidiary of Canada**  
Steamship Lines (1975) Ltd.,  
Federal Commerce and  
Navigation Ltd., and Upper  
Lakes Shipping Ltd.  
North of 60°

**McGill University**  
Frontiers

**Ministry of Colleges and  
Universities/Ministère des  
Collèges et Universités**  
L'aventure humaine  
Ca, c'est l'Ontario  
4 Different Understandings  
Differences in Science  
The Moral Question  
New projects research  
Outside In: Health and the  
Environment  
Parler français en Ontario  
Personal Space  
VIPs acquisitions

**Ministry of Community and  
Social Services**  
International Year of Disabled  
Persons programming

**Ministry of Culture and Recreation**  
Festival  
International Year of Disabled  
Persons programming  
Outreach Ontario

**Ministry of Education**  
International Year of Disabled  
Persons programming

**Ministry of Health**  
A Healthy Lifestyle for Seniors

**Ministry of Housing**  
International Year of Disabled  
Persons programming

**Ministry of Labour**  
International Year of Disabled  
Persons programming

**Ministry of Transportation  
and Communications**  
International Year of Disabled  
Persons programming

**NOVA An Alberta Corporation**  
North of 60°

**Ontario Colleges of Applied  
Arts and Technologies**  
Nursing Education Media Project

**Petro-Canada**  
North of 60°

**Public Service Alliance of Canada**  
Canada: The Great Experiment

**Registered Nurses' Association  
of Ontario**  
Nursing Education Media Project

**Secretary of State of  
Canada/Secrétaire d'État du  
Canada**

Amérique du Nord: terre en vie  
Artistes et artisans  
Chefs-d'œuvre à l'écran  
Comme ça/That's It  
Le départ de 89  
L'empreinte de l'homme  
Et scene  
Eurekka! (version française)  
Français intermédiaire  
(développement)

La Pierre: la une  
Nickel et le monde  
Parle-moi  
Passe-Parout  
Pays et peuples  
Théâtre Vision  
(développement)  
Télé-cinéma

**Shell Canada Limited**  
North of 60°

**University of Guelph**  
Frontiers

**Goods and Services/Biens et  
services**

**Air Canada**  
Canada: The Great Experiment

**Air Inuit Ltd.**  
North of 60°

**The Board of Education for the  
City of Hamilton**  
The Science Alliance

**The Board of Education for the  
City of Toronto**  
The Science Alliance

**Dome Petroleum Limited**  
North of 60°

**The Globe and Mail**  
Fast Forward

**Ikea Limited**  
The Science Alliance

**Imperial Oil Ltd./La compagnie  
pétrolière Impériale Ltd.**  
The Newcomers/Les arrivants

**Nordair Ltd.**  
North of 60°

**Northwest Territorial Airways Ltd.**  
North of 60°

**Okanagan Helicopters**  
North of 60°

**Ontario Science Centre**  
The Science Alliance

**Panacetic Oils Ltd.**  
North of 60°

**Provincial Secretariat for  
Social Development**  
International Year of Disabled  
Persons programming

**The Royal Ontario Museum**  
The Science Alliance

**Simpsons Limited**  
Today's Special

**Strafcon Mineral Services Limited**  
North of 60°

**Tesaco**  
Love from the Met

**Cn-productions**

**Action for Bright Children**  
How Do the Gifted Grow?

**Allen Rogers Production  
Services Limited**  
A Perfect Society: A Mirage  
of Illusions

**L'Association canadienne-française  
de l'Ontario**  
Gens d'ici

**Astral Television Films Ltd.**  
Kadwold (Series 3)  
Trial

**Babel Communications  
Corporation Ltd.**  
Nickeler le monde

**B.C.D. Productions**  
Les cuisines algériennes françaises

**The Board of Education for the  
City of Toronto**  
And Gladly Teach

**Canadian Broadcasting Corporation**  
One of the Family  
Sharp and Terrible Eyes

**Dana Murray Limited**  
Wildlife

**DI Campana Music  
International, Inc.**  
Gene DeNovi's Music Room

**Image North Productions Inc.**  
The Half-a-Hardy Hour

**Inglowood Communications  
Limited**  
The Paradise of the Gods

**J.P.L. Productions, Inc.**  
Comme ça/That's It

**Kenington Communications Inc.**  
Childhood's End

**Meadow Productions Ltd.**  
The History of the Modern  
Middle East

**Playing With Time Inc.**  
Pearls in the Alphabet Soup

**Ryerson Polytechnical Institute**  
This Time Alone

**Schiffner-Lofus Productions**  
The Human Fable

**Spectel Video, Inc.**  
En scène

**Contributions**

**AMPLEX Canada Inc.**  
Bank of Montreal  
G.G. Trust Agency Ltd.  
Griffin Sparrow Inc.  
Montreal Trust Company  
Southern Printing Limited  
Telford and Craddock Co. Limited  
Valentine Travel Service Ltd.

### Tour de force

suite de la page 4

lectures complémentaires, adresses d'organismes-ressources, etc. En d'autres mots, l'émission télévisée réalisée ou achetée par TVOntario est intégrée dans un ensemble éducatif. C'est là une caractéristique majeure de notre intervention et de nos raisons, nous permettront de déclarer que nous offrons "vraiment quelque chose de différent".

Les travaux de recherche associés à nos émissions comptent aussi parmi les éléments qui nous sont propres. Si nous voulons offrir de nouvelles émissions, il nous faut d'abord établir qu'elles répondent à un besoin réel. C'est là que notre service d'études de marchés se met à l'œuvre.

On procède à la définition des marchés et à l'analyse des besoins et des préférences. Il faut s'assurer que le type de produit et le mode de distribution attendront efficacement le marché-cible. Au cours des diverses étapes d'élaboration des émissions (sur papier et dans le cadre des discussions) interviennent les besoins avant production administrés par le bureau des projets de recherche. La question en jeu à ce stade: l'émission jouera-t-elle le rôle auquel elle est destinée? Pendant la réduction des scripts, on fait appel à

## Inflation: un plan d'action

Malgré la croissance impressionnante de son auditoire et les pressions exercées par un taux d'inflation de l'ordre de neuf pour cent, TVOntario a réussi qu'une augmentation légèrement inférieure à sept pour cent en ce qui concerne le montant combiné de ses subventions de base. La subvention du ministère des Affaires culturelles et des Loisirs d'un montant de 13 371 500 \$, correspondant à une augmentation de sept pour cent; la subvention du ministère de l'Éducation, établie à 7 860 500 \$, constituant une augmentation de six pour cent. Il faut cependant mentionner ici que la subvention du ministère de l'Éducation pour l'année 1979-80 avait précédemment fait l'objet d'un coupure de 14 pour cent. On comprend donc que le financement reçu de ce ministère en 1980-81, bien qu'il constitue une amélioration appréciable comparativement à l'expérience de l'année précédente, nous laisse malgré tout face à une insuffisance majeure de revenus.

Le montant combiné de ces subventions correspond à environ 80 pour cent des revenus de TVOntario. Les autres 20 pour cent ont été

perçus par le biais d'une stratégie de financement diversifiée et de plus en plus fructueuse.

Au cours de l'année, la situation financière de TVOntario a fait l'objet de discussions au Parlement, lors du débat sur les crédits budgétaires. Le Comité permanent des affaires de procédure de l'Ontario a également tenu en revue notre organisation et a exprimé son appui au sujet de nos initiatives en matière de financement. Le Comité a recommandé la poursuite de nos activités visant à ouvrir l'accès à des sources de fonds complémentaires, l'adoption d'une stratégie de marketing plus agressive et la prestation de fonds d'immobilisations pour permettre d'élargir nos services de télécommunication.

Obtenir des fonds gouvernementaux pour des projets particuliers est une tâche qui relève de l'équipe chargée de la promotion des projets de TVOntario; le service des relations avec les entreprises s'occupe d'autre part de solliciter la contribution du secteur privé et de conclure des accords de coproduction. Le service du marketing assure la vente de nos produits et services. ■

## En quête de financement additionnel

TVOntario veut tirer le meilleur parti possible des dollars qui lui sont versés en provenance des fonds publics et ne ménage donc pas ses efforts en vue de participer à des coproductions et d'obtenir un financement additionnel auprès d'autres sources.

Les projets de coproductions naissent souvent des idées des réalisateurs mais ils peuvent aussi être suscités par l'initiative de TVOntario dans un tel but. On peut dire que nos coproductions ont vu le jour dans le cadre de circonstances chaque fois inédites.

Les activités de dépistage des sources de financement additionnel comportent une diversité comparable. Il est important de ne pas biaiser les travaux de conception des émissions en cherchant à attirer des parrains éducatifs; d'autre part, il faut garder l'œil ouvert pour identifier rapidement le type de program-

mation éducatif susceptible d'intéresser TVOntario n'en est, somme toute, qu'à ses premières armes dans ce domaine. Mais les succès remportés jusqu'ici ont encouragés puisqu'ils ont rapporté presque 3 300 000 \$ en 1980-81.

Il serait facile, pour les ministères et les sociétés privées, de rejeter nos demandes d'assistance sous prétexte que nous bénéficions déjà des deniers publics. En fait, il arrive que nous devions faire face à une telle réponse. Mais à mesure que nous révisons à planifier et à réaliser des émissions qui suscitent la participation des tiers (à l'intérieur ou en dehors des milieux gouvernementaux), nous nous débarrassons progressivement de notre timidité.

Le ministère des Collèges et Universités contribue depuis maintes années à l'élaboration d'émissions destinées aux établissements qui relèvent de sa juridiction. Par l'intermédiaire du Comité des projets d'éducation post-secondaire, on tente d'identifier les éléments susceptibles d'inspirer la réalisation

Voir financement page 19

## The Ontario Educational Communications Authority

(Incorporated without share capital under The Ontario Educational Communications Authority Act)

## Balance Sheet As at 31 March 1981

Assets	1981	1980
<b>Current Assets:</b>		
Accounts Receivable		
Trade	\$ 326,297	\$ 656,518
Other	1,423,781	861,671
	1,750,078	1,518,189
<b>Investments (Note 1a)</b>		
Program support materials	117,631	105,795
Film and videotape	590,677	506,348
Stores and supplies	371,130	322,922
Production work in progress	950,516	1,180,535
	2,029,954	2,115,600
<b>Prepaid Expenses</b>	297,078	357,185
<b>Total Current Assets</b>	<b>4,077,130</b>	<b>3,990,974</b>
<b>Long-Term Assets Receivable</b>	<b>39,510</b>	<b>144,488</b>
<b>Microwave Rights (Note 1c)</b>	<b>633,460</b>	<b>633,460</b>
Less: Accumulated amortization	253,384	190,038
	380,076	443,422
<b>Fixed Assets: (Note 1d)</b>		
Land	204,676	204,676
Buildings	1,427,127	1,423,627
Technical and engineering equipment	14,147,245	14,099,629
Furnishings and equipment	933,006	896,827
Leasehold improvements	7,361,463	1,341,119
Projects under construction	21,340	-
	18,114,797	17,972,878
Less: Accumulated depreciation and amortization (Notes 1d and 6)	11,651,642	10,472,641
<b>Net Fixed Assets (Notes 1d and 6)</b>	<b>6,463,155</b>	<b>7,500,237</b>
<b>Total Assets</b>	<b>\$10,959,871</b>	<b>\$12,079,121</b>

See accompanying notes to financial statements

On behalf of the board:

Jim Parr

Jim Parr  
Director

Edward F. Boehler

Edward F. Boehler  
Director

## Liabilities and Equity of the Province of Ontario

	1981	1980
<b>Current Liabilities:</b>		
Bank indebtedness	\$ 1,990,035	\$ 498,961
Accounts payable and accrued liabilities	1,619,814	2,630,031
Deferred revenue	1,016,143	1,179,333
<b>Total Current Liabilities</b>	<b>4,625,992</b>	<b>4,307,325</b>
<b>Long-Term Debt (Note 4)</b>	<b>1,433,998</b>	<b>1,528,346</b>
Less: Current portion	95,408	95,408
<b>Net long-term debt</b>	<b>1,337,590</b>	<b>1,432,938</b>
<b>Equity of the Province of Ontario</b>		
<b>Fixed Assets:</b>		
Balance, beginning of year	5,971,891	7,650,348
Net additions (Note 1d)	150,233	326,132
	6,122,124	7,976,480
Less: Depreciation and amortization (Note 1d)	1,091,907	1,446,559
<b>Balance, end of year (Note 6)</b>	<b>5,030,217</b>	<b>6,529,921</b>
<b>Microwave rights (Note 1c)</b>	<b>443,422</b>	<b>506,708</b>
Less: Amortization	385,076	443,422
<b>Deficit</b>	<b>(413,944)</b>	<b>(76,455)</b>
<b>Total Equity</b>	<b>4,996,349</b>	<b>6,338,858</b>

Total Liabilities and Equity \$10,959,871 \$12,079,121

See accompanying notes to financial statements

## Statement of Revenue and Expenditure and Surplus for the year ended 31 March 1981

	1981	1980
<b>Revenue:</b>		
Basic grants, Province of Ontario	\$21,250,800	\$19,885,639
Program sales	1,349,235	1,211,604
Videotape program service sales	340,495	383,208
Supplementary funding (Note 2)	3,288,904	1,977,115
Other income	620,854	496,139
	26,850,308	23,953,765
<b>Operating Expense:</b>		
Program production (Note 1b)	15,004,287	12,869,965
Program utilization and support materials	2,023,346	1,614,195
Broadcast distribution	2,593,692	2,675,534
Videotape program service	576,941	714,428
Research and development	1,216,739	923,139
Advertising and promotion	1,190,839	999,843
Administration	4,428,167	3,913,389
	27,075,011	23,810,483
<b>Excess (Deficiency) of Revenue over Operating Expense</b>	<b>(224,703)</b>	<b>143,282</b>
<b>Fixed Assets Purchased from Revenue</b>	<b>112,786</b>	<b>265,679</b>
<b>Deficit for the Year (Note 5)</b>	<b>(357,489)</b>	<b>(122,397)</b>
<b>Surplus (Deficit) at Beginning of Year (Note 5)</b>	<b>(76,455)</b>	<b>45,942</b>
<b>Deficit at End of Year</b>	<b>\$ (413,944)</b>	<b>\$ (76,455)</b>

See accompanying notes to financial statements.

Office of the  
Provincial  
AuditorParliament Buildings  
Queen's Park  
Toronto, Ontario  
M7A 1A2  
416/965-1381To The Ontario Educational Communications Authority and  
to the Minister of Culture and Recreation

I have examined the balance sheet of The Ontario Educational Communications Authority as at March 31, 1981 and the statement of revenue and expenditure and surplus for the year then ended. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests and other procedures as I considered necessary in the circumstances.

In my opinion, these financial statements present fairly the financial position of the Authority as at March 31, 1981 and the results of its operations for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements, applied after giving retrospective effect to the change in the method of determining the costs applicable to production work in progress inventory as explained in Note 5 to the financial statements, on a basis consistent with that of the preceding year.

A report on the audit has been made to the Authority and to the Minister in accordance with section 11 of The Ontario Educational Communications Authority Act.

Toronto, Ontario,  
August 7, 1981.F.N. Scott, P.C.A.,  
Provincial AuditorNotes To Financial Statements  
31 March 1981

## 1. Significant Accounting Policies

## a) Inventories

Program support materials, film and videotape, and stores and supplies are valued at the lower of cost or net realizable value, with cost determined on a first-in, first-out basis. Production work in progress is valued at cost.

## b) Program production

Program production costs include direct costs such as freelance staff and crews, studio facilities, property settings, film processing, program rights and acquisitions, as well as staff

and facilities within the Authority whose main activities are directed to program production.

## c) Microwave rights

Microwave rights purchased outright are expensed in the year of acquisition.

For balance sheet presentation purposes, microwave rights are amortized over the period of the agreement from fiscal 1978 to 1987 on a straight line basis. Annual amortization of \$63,346 is included in accumulated amortization on the balance sheet with a corresponding deduction reflected under Equity of the Province of Ontario.

## d) Fixed assets

Fixed assets purchased through long-term debt are depreciated over the term of the debt

according to the annual amounts due.

Fixed assets purchased outright are expensed in the year of acquisition.

For balance sheet presentation purposes, fixed assets purchased outright are depreciated at varying rates on a diminishing balance method. Depreciation is calculated at the following rates:

Building	5%
Furniture	20%
Equipment	25%
Motor vehicles	30%

The cost of leasehold improvements is amortized over the period of tenancy of the premises to which such costs apply.

Depreciation and amortization so calculated

are included in accumulated depreciation and amortization on the balance sheet with a corresponding deduction reflected under Equity of the Province of Ontario.

Net fixed assets amount to \$6,463,155. This is the total of the depreciated amount of fixed assets purchased and the amount owing on fixed assets acquired through long-term debt.

Fixed assets, purchased	
— outright	\$5,030,217
— through long-term debt	1,432,938
	\$6,463,155

Net additions of \$150,233 include fixed assets purchased from revenue (\$112,786) and

See Financial Notes page 12

## L'Office de la télécommunication éducative de l'Ontario

(Société sans capital-actions constituée en vertu de la Loi sur l'Office de la télécommunication éducative de l'Ontario)

## Bilan au 31 mars 1981

## Actif

## Actif à court terme:

## comptes-clients:

Chèques commerciaux	326 297 \$	656 518 \$
Autres	1 423 781	861 671
	1 750 078	1 518 189

## Stocks: (note 1a)

Documents d'accompagnement des émissions	117 631	105 793
Films et bandes magnétoscopiques	599 617	596 348
Magazines et fournitures	371 150	322 922
Travail de production en cours	950 516	1 180 535
	2 029 974	2 115 600

## Frais payés d'avance

	297 078	357 185
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## Total de l'actif à court terme

	4 077 130	3 990 974
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## Comptes-clients à long terme

	39 510	144 480
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## Droits de micro-ondes (note 1c)

	633 460	633 460
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## Moins: amortissement accumulé

	253 384	190 038
	380 076	443 422

## Immobilisations: (note 1d)

Terrain	324 676	324 676
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## Bâtiments

	427 127	1 423 627
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## Équipement technique et d'ingénierie

	14 147 345	14 099 629
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## Mobiliers et équipements

	933 006	899 827
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## Améliorations locales

	1 381 403	1 345 119
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## Projets en construction

	21 340	
	18 114 797	17 972 878

## Moins: amortissement et amortissement accumulé

(notes 1d and 6)	11 651 642	10 472 641
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## Montant net des immobilisations (notes 1d and 6)

	6 463 155	7 500 237
--	-----------	-----------

## Total de l'actif

	10 959 871 \$	12 079 121 \$
--	---------------	---------------

## Voir les notes qui accompagnent les états financiers

## Au nom du Conseil d'administration:

Jim Parr

Administrateur

Edward F. Boehler

Administrateur

## Passif et avoir de la province de l'Ontario

## Passif à court terme:

Dû à la banque	1 990 035 \$	498 961 \$
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## Comptes-fournisseurs et frais courants

	1 619 814	2 630 031
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## Retenues des entrepreneurs

	1 016 143	1 178 333
--	-----------	-----------

## Revenu reporté

	4 625 992	4 307 325
--	-----------	-----------

## Total du passif à court terme

	1 432 938	1 538 346
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## Dettes à long terme (note 4)

	35 408	95 408
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## Moins: marche exigible

	1 337 310	1 432 938
--	-----------	-----------

## Montant net de la dette à long terme

	1 337 310	1 432 938
--	-----------	-----------

## Avoir de la province de l'Ontario

## Immobilisations:

Solde au début de l'exercice	5 971 891	7 050 348
------------------------------	-----------	-----------

## Nouvelles immobilisations; montant net (note 1d)

	150 233	368 112
	6 122 124	7 418 460

## Moins: dépréciation et amortissement (note 1d)

	1 091 907	1 446 189
--	-----------	-----------

## Solde à la fin de l'exercice (note 1d)

	5 030 217	5 971 891
--	-----------	-----------

## Droits de micro-ondes (note 1c)

	443 422	506 768
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## Moins: amortissement

	63 346	63 346
--	--------	--------

## Moins: amortissement

	680 076	443 422
--	---------	---------

## Déficit

	(413 944)	(716 455)
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## Total de l'avoir

	4 996 349	6 338 858
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## Total du passif et de l'avoir

	10 959 871 \$	12 079 121 \$
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## Voir les notes qui accompagnent les états financiers

## Les états financiers ont été vérifiés conformément aux normes du système québécois

Ontario

Bureau du Vérificateur de la province

Parliament Buildings

Queen's Park

Toronto, Ontario

M7A 1A2

416/925-1381

A l'Office de la télécommunication éducative de l'Ontario

et au Ministre des Affaires culturelles et des Loisirs

J'ai examiné le bilan de l'Office de la télécommunication éducative de l'Ontario au 31 mars 1981 ainsi que l'état des résultats d'exploration et de l'excédent pour l'exercice terminé à cette date. Mon examen a comporté une revue générale des méthodes comptables ainsi que les relevés des pièces comptables et autres procédés de vérification que j'ai jugés nécessaires dans les circonstances.

A mon avis, ces états financiers présentent fidèlement la situation financière de l'Office au 31 mars 1981 et le résultat de ses opérations pour l'exercice terminé à cette date, conformément aux pratiques comptables décrites à la note 1 afférente aux états financiers, appliquées de la même manière qu'au cours de l'exercice précédent après avoir donné effet rétroactif au changement dans l'établissement des coûts imputables aux travaux de production en cours, tel qu'expliqué dans la note 5 afférente aux états financiers.

Un rapport de vérification sera également soumis à l'Office et au ministre conformément à l'article 11 de la Loi sur l'Office de la télécommunication éducative de l'Ontario.

Toronto, Ontario

7 août 1981

F.N. Scott, F.C.A.

Le Vérificateur de la province

## Notes afférentes aux états financiers au 31 mars 1981

## 1. Principales pratiques comptables

## (a) Stocks

Les documents d'accompagnement des émissions, les films et les bandes magnétoscopiques, les articles en magasin et les fournitures sont évalués au coût ou à la valeur nette de réalisation, selon le montant le moins élevé; le coût est déterminé selon la méthode de l'équipement successif. Le travail de production en cours est évalué au coût.

## (b) Production des émissions

Les frais de production des émissions com-

prennent des coûts directs tels que ceux relatifs au personnel engagé sous contrat, à l'installation des studios, à l'aménagement, le traitement des films, les acquisitions et droits des programmes, ainsi que les installations et le personnel de l'Office dont les principales activités se rapportent à la production des émissions.

## (c) Droits de micro-ondes

Les droits de micro-ondes achetés à l'Office sont imputés aux résultats l'année même de leur acquisition. À des fins de présentation au bilan, les droits de micro-ondes sont amortis au cours de la période du contrat en cause, de l'exercice annuel 1978 à 1987, selon la méthode de l'amortissement constant. Un amortissement annuel de 63 346 \$ fait partie de

l'amortissement accumulé inscrit au bilan et une déduction correspondante a été effectuée au montant de l'avoir de la province de l'Ontario.

## (d) Immobilisations

Les immobilisations achetées en échange d'un titre de dette à long terme sont amortis au cours de la période avant échéance des titres conformément aux montants annuels dus. Les immobilisations achetées à l'Office sont imputées aux résultats l'année même de leur acquisition.

À des fins de présentation au bilan, les immobilisations achetées à l'Office sont amorties à divers taux, selon la méthode de l'amortissement dégressif; les taux en cause sont les suivants:

Édifices	5%
Mobilier	20%
Matériel	25%
Véhicules automobiles	30%

Le coût des améliorations locales est amorti au cours de la période du contrat de location des lieux pour lesquels ces coûts ont été engagés.

L'amortissement ainsi calculé fait partie du poste amortissement et amortissement accumulé inscrit au bilan et un montant correspondant a été déduit de l'avoir de la province de l'Ontario.

Le montant net des immobilisations s'élève à 6 463 155 \$. C'est la totalité, après amortisse-

ment, des immobilisations.

Pour notes afférentes page 12



# Augmentation des ventes

# Program Sales Up In 1980-81

Les revenus liés de la vente des émissions de TVOntario représentent une proportion croissante de l'ensemble de nos revenus. Nous sommes passés rapidement de 3,4 pour cent en 1975-76 à 6,3 pour cent en 1980-81. La majeure partie de ce revenu provient de la vente de bandes magnéto-optiques pour diffusion dans les autres provinces et aux États-Unis.

Les revenus bruts de l'exercice s'établissent à un peu plus de 1,6 million de dollars. Bien que le marché canadien ait été moins vigoureux qu'au cours de l'année précédente, les ventes ont augmenté aux États-Unis et TVOntario a enregistré son premier succès majeur avec une émission présentée aux heures de grande écoute: *Fast Forward*. Par conséquent, les Ontariens qui doivent choisir entre PBS, en provenance de Buffalo, et les émissions de TVOntario ont pu écouter *Fast Forward* sur les deux canaux.

Il existe aussi d'autres sources de revenus. Environ 170 000 \$ proviennent de la vente de nos publications et nous avons encaissé d'autres petits montants grâce à nos disques (*Polka Dot Door*, *Readalong*, *The Body Works*). Le potentiel de croissance de ces marchés est actuellement à l'étude comme c'est aussi le cas pour la vente des émissions "Academies" et d'autres produits et services de TVOntario.

Il faut reconnaître que la demande sur le marché subit actuellement des modifications considérables suite à l'avènement de la télévision payante, des nouvelles possibilités offertes par

la télédiffusion et à l'apparition des cassettes pour utilisation au foyer. Par conséquent, TVOntario a entrepris un réajustement majeur des marchés et a étendu ses activités. On a embauché du personnel supplémentaire à cet effet et l'on prévoit, suite au plateau observé en 1981, que les ventes connaîtront un relèvement notable en 1982. A suivre. ■



Les écoles et tout organisme à vocation éducative de la province peuvent se procurer les émissions de TVO. TVO programs are sold to school and non-profit organizations throughout Ontario.

Revenu from the sale of RTVOntario programs is a rapidly increasing proportion of income: from 3.4 percent in 1975-76 to 6.3 percent in 1980-81. Most of this comes from the sale of tapes for broadcast in other provinces and the United States.

Gross revenue for the year was a little over \$1.6 million. Although the

Canadian market dipped from the previous year, U.S. sales were up, and TVOntario had its first major success with a prime-time program — *Fast Forward*. Those Ontarians torn between PBS from Buffalo and TVOntario's broadcasts were able to watch *Fast Forward* on both channels.

There are other sales revenues too: about \$170,000 from publications and small amounts from records (*Polka Dot Door*, *Readalong*, *The Body Works*). The potential growth in these markets is being explored, and so is the sale of TVOntario's "academy" programs and other products and services.

Recognizing that the demands of the marketplace are changing as a result of pay TV, new opportunities in cable distribution, and cassettes for home use, TVOntario has embarked upon a major review of its potential markets for sales. More staff have been hired for this activity, and it is predicted that after a leveling in 1981, sales will enjoy a subsequent upturn in 1982. Stay tuned! ■

## Tour de force

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des experts pour évaluer le contenu du projet et s'assurer que les points saillants ont été couverts avec exactitude et honnêteté. Le personnel du bureau des projets de recherche mesure les réactions des téléspectateurs lors de la diffusion des émissions-pilotes. On effectue les

ajustements nécessaires. Puis viennent de nouveaux tests. Même après la première diffusion officielle, il arrive que des émissions soient encore corrigées.

Les activités de TVOntario gravitent autour des deux divisions des services éducatifs, secteur français et secteur anglais. Ces divisions regroupent des éducateurs, des créateurs, des responsables de budget, des spécialistes à l'affili d'idées nouvelles pour élaborer des émissions de télévision et des producteurs, des rédacteurs de documents d'accompagnement, des animateurs qui cherchent à encourager une "utilisation" pertinente des émissions offertes, et n'hésitent pas à se rendre dans les écoles et au sein des groupes communautaires pour écouter, échanger, expliquer, démontrer.

Un autre élément qui caractérise TVOntario est le lien de dépendance qu'elle conserve vis-à-vis d'une structure consultative fort élaborée. Les conseils régionaux reflètent la complexité démographique de la province et le Conseil canadien francophone est là pour mettre en lumière les besoins des Ontariens francophones; des comités représentent diverses disciplines académiques ainsi qu'un groupe pour le secteur post-secondaire apportant aussi leur contribution. Le Conseil de planification à long terme sonde les avenues qui s'offrent à nous dans un avenir plus lointain et soumet ses commentaires au conseil d'administration, au sein duquel se trouvent d'ailleurs rassemblées des personnes riches d'une expérience et de compétences diversifiées. Le conseil d'administration détermine comment l'Ontario se distingue dans la politique de TVOntario. Ses interventions sont élaborées avec soin car c'est lui qui assume l'ultime responsabilité des opérations.

Dans l'exercice de son mandat, TVOntario se distingue aussi par les rapports constants entretenus avec plusieurs ministères, divers organismes à vocation éducative (entre autres, la Fédération ontarienne des

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## Financial Notes

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purchased from grants (\$38,247) provided by the Province of Ontario in previous years for the network expansion project.

### c) Income Tax

As a Crown Corporation of the Province of Ontario, the Authority is exempt from income taxes, and accordingly no provision is reflected in the statement of revenue and expenditure and surplus.

### f) Leases

All leases are classified as operating leases. Lease revenue is accrued annually. Profit from purchase options is recognized when the option is exercised.

### 2. Supplementary Funding

Special co-funding grants from the Province of Ontario included in supplementary funding:

1981 1980

\$846,200 \$787,325

Co-funding is the sharing of costs and benefits of specific productions.

### 3. Lease Commitments

#### a) Transmission facilities

The Authority has entered into long-term leases and agreements to pay operating costs of transmission facilities having varying terms of up to 20 years plus options to renew for additional periods. Lease payments in the current year amounted to \$891,560.

#### b) Premises

The Authority's premises at 2180 Yonge Street, Toronto, are leased at an approximate annual rental of \$776,700 under an agreement to lease for an initial period of 15 years that began in April 1972.

### e) Leases

The Authority has entered into leases for equipment for its own use, having varying terms of up to five years. Lease payments in the current year amounted to \$233,016.

In addition, the Authority has entered into leases for equipment having terms of three years, which it in turn subleases to various school boards. Lease payments in the current year amounted to \$352,156. Lease revenue amounted to \$371,352 in 1981.

### d) Lease Payments

The following is a schedule of future existing lease payments under all leases for the following years ending 31 March:

1982	\$2,326,000
1983	2,000,000
1984	1,432,000
1985	1,274,000
1986	1,245,000

### 4. Long-Term Debt

The Authority has a repayment agreement with the Crown Assets Disposal Corporation for the capital costs of Channel 19 transmission facilities located on the CN Tower. The periods covered are from 1979 to 1997 at interest rates of 8 1/16 percent to 9 3/4 percent. The long-term debt is secured by the transmission facilities until repayment is completed.

### 5. Change in Accounting Policy

Since 1 April 1980, internal facility charges relating to production work in progress have been expensed in the year incurred. In previous years, these charges were included in the inventory. This change in accounting policy was adopted with retrospective effect. The change increased the 1980 deficit by \$50,489, and decreased the opening 1980 surplus by \$27,269.

### 6. Correction of Previous Years' Depreciation

For balance sheet presentation purposes, the 31 March 1980 accumulated depreciation and amortization and equity of the Province of Ontario were decreased and increased respectively by \$993,491 to correct previous years' overdepreciation of the Authority's CN Tower transmission facilities.

### 7. Comparative Figures

Certain comparative figures have been restated to conform to 1981 presentation.

### 8. Pension Plan

The actuarial review of the Authority's pension plan at 1 January 1979 showed that the plan was fully funded.

## Notes afférentes

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ment, des immobilisations achetées en échange de titres de dette à long terme

Immobilisations, achetées — à forfait	\$ 030 217 \$
— en échange de titres de dette à long terme	1 432 938 \$
	6 463 155 \$

Le montant net de 150 233 \$ pour les nouvelles acquisitions comprend des immobilisations achetées à même les revenus des subventions (18 247 \$) octroyées au cours des années précédentes par la province de l'Ontario pour permettre l'expansion du réseau.

### e) Impôt sur le revenu

En qualité de société de la Couronne de la province de l'Ontario, l'Office est exempté de

l'impôt sur le revenu et, par conséquent, il n'existe aucune provision pour impôt dans l'état des revenus et dépenses et de l'exercice.

### b) Baux

Tous les baux sont classifiés comme des baux d'exploitation. Les revenus liés des baux sont portés aux livres sur une base annuelle. Le profit réalisé suite aux options d'achat est comptabilisé lors de l'exercice de l'option.

### 2. Financement additionnel

Subvention spéciale de cofinancement reçue de la province de l'Ontario et comprise dans le financement additionnel:

1981	1980
\$46 200 \$	\$787 325 \$

Le cofinancement est le partage des frais et des bénéfices rattachés à des réalisations spécifiques.

### 3. Engagements aux termes des baux

#### a) Installations de transmission

L'Office a conclu des baux et contrats à long terme afin de défrayer le coût des installations de transmission; ces durées sont de durées différentes, pouvant atteindre 20 ans, et ils comportent des options de renouvellement pour des périodes additionnelles. Les paiements de loyers totalisent 891 560 \$ pour le présent exercice.

#### b) Locaux

Les locaux de l'Office, situés au 2180, rue Yonge à Toronto, sont loués en vertu d'un contrat couvrant une période initiale de 15 ans, commençant le 1<sup>er</sup> avril 1972. Le loyer annuel est d'environ 776 700 \$.

#### c) Baux

L'Office a conclu des baux pour le matériel destiné à son projet; la durée de ces

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## Tour de force

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enseignants dont l'appui nous est précieux, et l'Ontario Association of Educational Administrative Officers, le School Trustees Council, l'Ontario Association of Continuing Education, et l'Ontario Association for Curriculum Development). Nous ne sommes pas toujours en parfait accord. Mais ces interactions constituent une importance cruciale, quel qu'en soit le forme. Il nous s'agit de lettres que nous écrivons des écoles de 2<sup>e</sup> année (nous en recevons des milliers), de programmes d'apprentissage gérés par ordinateur (nous en offrons maintenant à l'intention des parents), ou des appels téléphoniques reçus dans le cadre de *Spreading Out*. A tout ceci s'ajoutera probablement bientôt la télévision en mode interactif, grâce aux travaux actuellement effectués par TVOntario avec le système Tédion.

La distribution des émissions se fait aussi différemment que nous. En plus du mode actuel de diffusion par micro-ondes, on a recours à la diffusion directe par satellite, à la catédontribution et à l'envoi de bandes magnétoscopiques (plus de 21,000 l'an dernier) aux établissements éducatifs.

Même lorsqu'il s'agit de négocier une convention collective avec des artistes ou des rédacteurs, TVOntario procède un peu différemment des autres réseaux. Pour toutes nos productions maison et, dans la mesure du possible, les émissions que nous achètons, nous prévoyons la permission d'effectuer un certain nombre de diffusions et celle de les enregistrer à partir de l'antenne pendant une période de quatre ans.

TVOntario, par l'intermédiaire de son conseil d'administration, de ses conseils et comités consultatifs et de son personnel, doit relever constamment le défi de faire progresser de son histoire en se donnant des outils nécessaires pour le monde de demain. Il faut tenir compte, bien sûr, de ce que l'on appelle communément la fragmentation du marché; mais il y a aussi l'apparition de nouvelles réalités: les vidéo-télévisions, les vidéotextes, la location des bandes magnétoscopiques, l'enregistrement au foyer. Ajoutons à cela d'immenses entre programmes d'étude et éducation sociale. Quel sera le effet de ces micro-ordinateurs peu coûteux dans le monde de l'éducation? Les autres réseaux de télévision se lancent-ils, eux aussi, dans des projets éducatifs? Ou l'éducation et les télécommunications se situent-elles dans l'échelle de priorités des gouvernements?

Les réalisations de TVOntario au cours de l'année écoulée reposaient en toute confiance sur des assises mises en place tout au long d'une période de dix ans, marquée par des réalisations exceptionnelles décrites dans les pages du présent rapport. L'avenir devra être bâti en tenant compte des conditions économiques et de l'avance technologique, tout en continuant de miser sur le travail créateur et sur l'esprit novateur de nos artistes.

## Objectifs

suite de la page 4

des ressources et des fondements opérationnels de TVOntario.

Dans le secteur des télécommunications éducatives, les divisions principales sont celles des services éducatifs pour la programmation en français et en anglais. Autour de ces services gravitent des unités chargées du marketing, de la recherche, de la préparation des horaires et de la planification technologique. Leurs activités sont complétées par le développement de relations efficaces avec les divers paliers des gouvernements, les professionnels de

## Notes afférentes

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baux peut atteindre jusqu'à 5 ans. Les loyers payés au cours du présent exercice ont totalisé 233 016 \$.

De plus, l'Office a conclu d'autres baux pour le matériel d'une durée de 3 ans; le matériel en question est en usage sous-loué par l'Office à divers conseils scolaires. Les loyers pour l'exercice en cours ont totalisé 352 156 \$. Les revenus tirés des baux s'élevaient à 371 352 \$ en 1981.

### d) Paiement des loyers

Le calendrier des paiements (futures des termes de tout les baux actuellement en vigueur s'établit comme suit pour les exercices annuels subséquents se terminant le 31 mars:

1982	2 326 000 \$
1983	2 003 000 \$
1984	1 432 000 \$
1985	1 274 000 \$
1986	1 245 000 \$

## Relevé complémentaire

L'Office de la télécommunication éducative de l'Ontario  
Etat des dépenses pour l'exercice terminé le 31 mars 1981  
Classification des comptes

### Frais d'exploitation

Salaires et rémunérations	12 922 909 \$
Salaires occasionnels	982 600
Services et communications	2 127 464
Services	5 229 803
Équipement et fournitures	5 597 003
Autre	227 481
Total des frais d'exploitation	27 187 797 \$

## Supplementary Statement

The Ontario Educational Communications Authority  
Statement of Expenditure for the Year Ended 31 March 1981  
Standard Accounts Classification

### Operating Expenses

Salaries and wages	51,922,909
Benefits	982,600
Transportation	2,127,464
Services	5,229,803
Supplies and equipment	5,597,003
Other	227,481
Total Operating Expenditure	\$7,187,797

l'éducation, l'industrie de la télécommunication et le grand public.

Dans le secteur de l'exploitation et des finances, toutes les dépenses sont consacrées à la coordination des plans stratégiques de TVOntario, à l'établissement du budget, à l'organisation de la production, à l'achat des divers biens et services, aux relations industrielles, aux affaires juridiques et à la recherche de nouvelles sources de financement dans l'entreprise privée, tout cela dans le but de garder TVOntario présent à l'antenne.

Cette nouvelle organisation a pris forme au milieu d'une année pour laquelle d'ambitieux objectifs d'exploitation avaient été formulés à l'intérieur d'un budget fort serré. Le conseil d'administration a approuvé un déficit initial évalué à 500 000 \$ pour les opérations de l'exercice annuel, déficit qui devait être éliminé grâce à un contrôle minutieux au cours de l'année. On prévoyait également atteindre un certain nombre d'objectifs de rendement, dont les suivants:

- Les services éducatifs en langue anglaise devaient créer, produire,

## 4. Dette à long terme

L'Office a conclu une entente de remboursement avec la Société de réalisation des actifs de la Couronne (the Crown Assets Disposal Corporation) relativement au coût en capital des installations de transmission du canal 19 qui se trouvent à la tour du CN. Les périodes en cause s'étendent de 1979 à 1997 et les taux d'intérêt s'échelonnent entre 8 1/8 pour cent et 9 3/4 pour cent. La dette à long terme est garantie par les installations de transmission jusqu'au plein remboursement.

## 5. Modifications apportées aux pratiques comptables

À compter du 1<sup>er</sup> avril 1980, les frais pour l'usage des installations internes imputables aux travaux de production en cours ont imputés aux résultats l'année même où ils ont été engagés. Au cours des années précédentes, ces frais étaient inscrits

dans les comptes de stocks. Ce changement des pratiques comptables a été adopté avec effet rétroactif. Le déficit de 1980 a ainsi été augmenté de 50 489 \$ et l'excédent au début de l'exercice annuel 1980 a été réduit de 27 269 \$.

## 6. Correction de l'amortissement pour les exercices annuels antérieurs

Pour fin de présentation au bilan, l'amortissement, l'amortissement accumulé et l'avoir de la province de l'Ontario au 31 mars 1980 ont été respectivement augmentés et réduits d'un montant de 993 891 \$ afin de

corriger l'amortissement excessif inscrit lors des années antérieures relativement aux installations de transmission de l'Office se trouvant à la tour du CN.

## 7. Chiffres comparatifs

Certains chiffres comparatifs ont été reclassifiés afin de suivre la présentation adoptée en 1981.

## 8. Régime de retraite

D'après l'évaluation actuarielle du régime de retraite de l'Office en date du 1<sup>er</sup> janvier 1979, le régime est entièrement capitalisé.

## Computer Activity On Rise

An in-house computer system is often charged with housekeeping chores only — the input and output of internal data massaged by programs to produce useful statistics. Management Information Systems (MIS), TVOntario's computer branch, does all that, and more.

Housekeeping ranges from tracking fixed assets for the financial people to Affirmative Action Statistics for Human Resources. Some internal work benefits TVOntario clients. Last year MIS improved the electronic ordering process system — that's computer talk for increasing efficiency for Customer Service, the department that handles all orders for educational materials. MIS also installed a system for tracking copyright information that facilitates clearances when programs are sold or renewed.

But the people in MIS really light up on the topic of educational services. During the year all work on the computer-managed learning academies was completed; the system for running the academies was ready for implementation, and a new academy, *The Parents' Academy*, was fed into it. The Vintage Program Service (VIPS) Catalogue was extracted from the inner depths of the electronic equipment and presented for printing by the end of the fiscal year.

## On s'informatise

Les systèmes informatiques internes sont souvent réservés à des activités routinières: entrée et sortie de données internes pour traitement par des systèmes visant à produire des statistiques utiles. A TVOntario, les systèmes d'informatique de gestion doivent, bien sûr, assumer ces tâches inhérentes, mais leur rôle ne s'arrête pas là.

Les activités routinières sont elles-mêmes variées. Par exemple, conserver les registres à jour au sujet des aménagements pour répondre aux demandes du service des finances, ou compiler des statistiques dans le cadre du programme de perfectionnement, à l'intention du bureau des ressources humaines. Certains des travaux internes profitent à toute la clientèle de TVOntario. L'an dernier, la direction a réussi à améliorer son système électronique de traitement des commandes. En langage de tous les jours, cela signifie une efficacité accrue du service à la clientèle, le service chargé de traiter toutes les commandes de matériel pédagogique. La direction des systèmes d'informatique de gestion a aussi mis en place un système capable de rassembler les renseignements au sujet des droits d'auteur, pour faciliter les procédures d'autorisation lors du renouvellement ou de la vente des émissions.

Mais le personnel de cette direction s'est illustré tout particulièrement par son apport aux services éducatifs. Au cours de l'année, il a terminé tous les travaux relatifs aux projets «Académies», systèmes d'apprentissage gérés par ordinateur. Le système révisé pour la bonne exécution des projets «Académies» est maintenant opérationnel et l'on y a ajouté une nouvelle composante: *The Parents' Academy*. Le catalogue du service de distribution des bandes magnétoscopiques fut extrait de la mémoire de l'ordinateur et soumis aux imprimeurs vers la fin de l'exercice annuel.

affaires devait veiller à mieux faire connaître TVOntario auprès des gouvernements et des organismes à vocation éducative, tout en assurant l'appui constant et les avis des conseils consultatifs.

- S'appuyant sur sa nouvelle structure, le service de l'information et des publications devait contribuer à augmenter le nombre de téléspectateurs et encourager un recours plus intensif aux services offerts par le service de l'information et des publications.
- La direction des finances devait maintenir à moins de un pour cent l'écart entre les dépenses et les revenus totaux et devait agir en qualité de gestionnaire financier relativement aux nouveaux projets de communication.
- Les activités de recherche et de mise au point devaient continuer dans le cadre des projets «Académies» pour promouvoir les ac-

tivités d'apprentissage gérées par ordinateur. TVOntario avait l'habitude de Tédion à des fins éducatives et démontrer l'efficacité de la technologie des transmissions de haute puissance par satellite, capées par des stations régionales.

Il y avait des moments d'inquiétude lors des contrôles trimestriels, mais les résultats de fin d'exercice permettaient de constater que les buts visés ont été atteints et même dépassés dans plusieurs cas. Dans d'autres pages du présent rapport, Jim Parr, président du conseil d'administration et mandataire général de TVOntario, exprime sa satisfaction face au rendement observé et décrit les activités marquantes de l'exercice annuel.

On notera également, comme il est de mise à l'occasion d'un dîner anniversaire, un sincère respect de toutes les possibilités offertes par le travail passé et un enthousiasme inconditionnel face à l'avenir.



La recherche évalue les réactions de l'auditoire.  
Market research measures audience response to programs.

## Le service de la recherche identifie les auditoires-cibles

L'importance que TVOntario attache depuis peu à la mise en marche de ses émissions pour de nouveaux défis au service d'études de marchés.

Se tâche consiste à identifier clairement les besoins et les désirs de chacun des publics-cibles et à recommander les meilleures façons de renseigner, de motiver et de persuader les marchés. Le service s'est mis à l'œuvre en préparant huit études pour contribuer à définir les marchés actuels et à analyser leurs besoins, leurs perceptions, leurs préférences et leur degré de satisfaction.

L'une de ces études portait sur l'auditoire adulte des émissions présentées par TVOntario en langue française, le but visé consistait à identifier les caractéristiques, l'ampleur, les préférences et le degré de satisfaction des téléspectateurs.

Deux analyses détaillées portaient sur l'auditoire adulte anglophone de TVOntario. L'une visait à identifier les habitudes d'écoute, les besoins et les intérêts vis-à-vis de la télévision; l'autre mettait l'accent sur les aspirations et les préoccupations d'un éducatif de cette population adulte.

D'autres analyses d'importance majeure portaient sur les préférences des enfants d'âge préscolaire; comment et pourquoi les enseignants

des niveaux primaire et moyen utilisent la télévision en classe; dans quelle mesure et avec quel succès les collèges communautaires et les universités utilisent la programmation de TVOntario.

Dans le contexte plus général de nos préoccupations dominantes au cours de l'année, une analyse qui a suscité un intérêt spécial portait sur la réaction des Ontariens aux plans de coupures publiques alors à l'étude. La conclusion générale s'avéra encourageante et le bureau de l'expansion des sources de revenus s'en est inspiré pour formuler une stratégie plus spécifique.

Le service d'études de marchés a également assumé la responsabilité qui lui revient en identifiant et en analysant les produits offerts par TVOntario, à la distribution et à la communication. L'un des sept sondages menés dans ce but a pris la forme d'un questionnaire se rapportant aux produits offerts par TVOntario, à la distribution et à la communication. L'un des sept sondages menés dans ce but a pris la forme d'un questionnaire se rapportant aux produits offerts par TVOntario, à la distribution et à la communication. L'un des sept sondages menés dans ce but a pris la forme d'un questionnaire se rapportant aux produits offerts par TVOntario, à la distribution et à la communication.

promotion des émissions ainsi que sur les problèmes des centres audiovisuels des conseils scolaires.

Le rendement des émissions est mesuré par rapport à un objectif préalable et il faut à cet effet compiler des statistiques d'importance majeure comme la part du marché, le coût par usager-heure et la qualité de l'écoute. Le sondage annuel effectué dans les écoles au sujet de l'utilisation des produits offerts par TVOntario au sein du système d'enseignement s'est penché particulièrement sur les attitudes des conseils scolaires.

La participation du service d'études de marchés aux activités de planification stratégique de TVOntario permet de veiller à ce que les résultats de ce type d'analyses et de sondages soient pris en considération pour promouvoir la création, le perfectionnement et la réorientation de tous les services éducatifs offerts. Et puisque les budgets annuels sont établis en fonction du plan stratégique à long terme, on peut dire que le service d'études de marchés est en bonne position pour promouvoir un équilibre viable entre nos aspirations éducatives et les attentes concrètes exprimées par notre clientèle.

## 1980-81 Regional Councillors Conseillers régionaux

Fifteen people from all walks of life in each of five regions meet three or four times a year to explore ways of bringing TVOntario to the public, and the public to TVOntario. These are the regional councillors, whose recommendations are sent to the board for consideration.

During the year, an outstanding achievement was the extension of the network. Although Southwest and Northeast Regional Councils plucked the reward of extension activities, the work of all councils provides a continuing momentum.

The prospects of a public-subscription campaign naturally concerned regional councillors, since it would impinge upon their relationship with their communities. Consequently, TVOntario staff described the approach to all the councils; and the ensuing discussions have been instrumental in the development of plans.

The councils also recommended ways in which former councillors might continue to be influential members of the TVO family, and offered suggestions for satellite distribution and industrial training. Councillors also pointed out the irritations that arose in the northwest because TVOntario was not recognizing the different time zone.

Quinze personnes représentant diverses sphères d'activité et provenant de chacune des cinq régions de la province se réunissent trois ou quatre fois par année dans le but d'explorer diverses façons de rapprocher TVOntario de son public. Les recommandations de ces conseils régionaux sont soumises au conseil d'administration de l'Office, pour étude.

À cours de l'année, l'une des réalisations les plus remarquables fut l'extension de notre réseau. Bien que les conseils régionaux du Sud-Ouest et du Nord-Est bénéficièrent majoritairement de nos activités, ce sont les efforts conjugués de tous les conseils régionaux qui nous ont permis de nous assurer notre présence partout dans la province.

Le projet d'une campagne de souscription publique intéressa bien sûr les conseils régionaux, à cause de ses conséquences sur leurs relations avec la communauté qu'ils représentent. Le personnel de TVOntario a donc exposé cette stratégie aux membres de tous les conseils régionaux. La discussion qui s'ensuivit a inspiré la mise au point du plan d'application définitif.

Les conseils ont aussi recommandé certaines modalités permettant aux anciens conseillers de demeurer des membres influents au sein de la grande famille que constitue TVOntario. Parmi les points de vue exprimés, les suggestions émises au sujet de la formation industrielle. Les conseillers ont aussi souligné les problèmes soulevés dans le Nord-Ouest parce que TVOntario se tenait par compte des fuseaux horaires différents.

At the end of March 1981, members of the 1980-81 Regional Councils met (Au 31 mars 1981, les personnes suivantes siégeaient aux divers conseils régionaux pour l'année 1980-81:

**Regional Council for Northwestern Ontario/Conseil régional du Nord-Ouest:** Spence Bell, Marathen; Daniel Bowen, Oshawa; Scott Everett, Kenora; Susan Geschwender, Thunder Bay; Hilda Holm, Geraldton; Larry Korteweg, Thunder Bay; Mary Makareno, Aulika; Wanda Muhleisen, Earl Falls; William Murphy, Thunder Bay; Ida Olson, Emo; Don Prodanay, Thunder Bay; Kelly Saunders, Fort Frances; Ron Thompson, Nipigon; Tom Warren, Manitowish. **Executive/Équipe de direction:** Kelly Saunders, *chairman/présidente*; William Murphy, *vice-chairman/vice-président*; Ron Thompson, *secretary/secrétaire*.

**Regional Council for Northeastern Ontario/Conseil régional du Nord-Est:** Jacques Albert, Hearst; Mary Asch, Hearstville; Michael Barkwell, North Bay; Diane Decosse, Chapleau; Joseph Giroux, Sudbury; Paul Gray, Nobe; André Genier, Kapuskasing; Blaise Healey, Kirkland Lake; Thomas Hooper, Sault Ste. Marie; Marcel Lamarche, Garson; Elmer McVey, Sudbury; Linda Smith, Timmins; Sid Tomkins, North Bay; Bernardine Yorkin, Sudbury. **Executive/Équipe de direction:** Michael Barkwell, *chairman/président*; Mary Asch, *vice-chairman/vice-présidente*; Marcel Lamarche, *secretary/secrétaire*.

**Regional Council for Southwestern Ontario/Conseil régional du Sud-Ouest:** Mary Bowen, London; David Breen, Exeter; George Briggs, Owen Sound; Moideen Courty, Bayfield; Mary C. Ehrismann, Woodstock; John T. Fullerton, Sarnia; Florence Hardy, Kingsville; Marie LeLievre, Waterloo; Marianne Perkins, Chatham; Edward Pyle, London; Paulette Rich, Windsor; Mary Siedman, Brantford; George Tatham, Kitchener. **Executive/Équipe de direction:** Marie LeLievre, *chairman/présidente*; George Briggs, *vice-chairman/vice-président*; Paulette Rich, *secretary/secrétaire*.

**Regional Council for Southeastern Ontario/Conseil régional du Centre-Sud:** Judy Alexander, Oakville; James Cane, Whitby; Nida Costa, Toronto; Ronald Cassons, Burlington; Heather Gaudin, Lindsay; Maurice Glaude, Welland; Charly Grant, Toronto; Gwyneth Griffiths, Toronto; Ken Jeffers, Agincourt; O. Ross Johnson, Cobourg; James Levorthy, Haliburton; John McCullough, Midland; Lionel Rubinoff, Peterborough; William Rothwell, Campbellford; Gillian Simmons, Hamilton.

**Executive/Équipe de direction:** Heather Gaudin, *chairman/présidente*; John McCullough, *vice-chairman/vice-président*; Charly Grant, *secretary/secrétaire*.

**Regional Council for Eastern Ontario/Conseil régional de l'Est:** Ruth Burwell, Renfrew; John Carley, Lyn, Yolland; Charron, Cornwall; Tim Douglas, Ottawa; Larry Edelman, Ottawa; Bob Leitch, Peter; Moe Love, Ottawa; Peter Mackness, Kingston; Frank Rabl, Frankford; Donald Russell, Cornwall; Florence Pyle, Altonville; Robert Wylie, Belleville. **Executive/Équipe de direction:** John Carley, *chairman/président*; Bob Wylie, *vice-chairman/vice-président*; Yolland, *secretary/secrétaire*; Moe Love, *executive member/membre de l'équipe de direction*.

## La recherche permet d'évaluer l'impact des émissions

Le bureau des projets de recherche offre ses services au personnel de production des services éducatifs, section française et section anglaise. Ce bureau étudie et analyse toutes les étapes de la création des émissions en prenant tous les points de vue. L'évaluation formative (avant production) peut comprendre, entre autres, une recherche sur le contexte en cause, l'évaluation d'un concept, des consultations au sujet du script et de tests portant sur les émissions-pilotes. Ce service a principalement pour but de permettre au personnel de production de modifier et d'améliorer les émissions avant que les dernières décisions soient prises au sujet de la production.

Le bureau des projets de recherche s'occupe aussi de préparer et d'effectuer des évaluations sommatives (après production) des émissions terminées afin de déterminer si elles atteignent ou non le but visé lors de leur création. Le personnel du bureau des projets de recherche étudie l'intérêt suscité par le produit, son efficacité pédagogique et explore diverses façons d'utiliser le système d'apprentissage en cause.

En 1980-81, le bureau des projets de recherche a mené 21 études d'évaluation et huit autres en cours à divers stades d'exécution. La plupart de ces études portaient sur la programmation destinée au grand public (*Rough Cut*, le magazine accompagnant la série *Saturday Night at the Movies*, *The Greatest Thinkers*, *The Music Room*), sur l'évaluation des systèmes d'apprentissage (*Health and the Environment*, *Music of Man*, *Every Child*), ainsi que sur la programmation en français (épisodes d'été, entre autres: *Le Péri*; à la une, les boucaniers d'Audrey, *Télé-cinéma* et *Passe-Paro*).

Divers ministères, entre autres les ministères des Affaires culturelles et des Loir, des Affaires du Nord des Transports et Communications ainsi que le ministère fédéral des Transports apportent leur contribution au financement d'un projet d'envergure visant l'évaluation de l'impact social des centres de diffusion directe par satellite. Le personnel du bureau des projets de recherche mena des entrevues personnelles complètes auprès des 26 familles ontariennes habitant dans le centre-nord de la province qui participaient directement aux essais opérationnels de diffusion directe par satellite.

L'équipe de recherche a également effectué un sondage par la poste auprès de plus de 2 000 personnes habitant dans le nord de l'Ontario afin d'évaluer leurs attitudes vis-à-vis de l'expansion du service de diffusion et leurs préférences en matière de programmation. Une autre partie de l'étude comparait les préférences exprimées par la population du nord de la province avec celles identifiées dans le Sud.

D'après la population du Nord, le fait d'élargir l'éventail des émissions télévisées disponibles aurait de grands effets de renforcer les relations entre le nord et le sud de la province, de leur donner accès à une meilleure information, de stimuler l'intérêt vis-à-vis des affaires nationales et de leur rendre la vie plus agréable.

Le personnel du bureau des projets de recherche a aussi été invité à décrire certaines des méthodes exclusives d'évaluation utilisées par TVOntario lors de cinq importants congrès dans le secteur de l'éducation, entre autres le congrès de l'Association for Educational Communications and Technology.

## Ateliers, communiqués, pour informer les Ontariens

Le service de développement et d'animation s'ingénie à lancer des initiatives inédites visant à rapprocher TVOntario de ses auditeurs. Ces ateliers convoqués à l'intention des enseignants, des travailleurs communautaires et du public en général permettent de présenter la télévision éducative à de nouveaux groupes de téléspectateurs ou de proposer des idées neuves aux personnes déjà engagées dans ce domaine.

Au cours de l'année, le service de développement et d'animation en langue française a tenu 91 ateliers reliés aux programmes d'études pour les éducateurs francophones, et plus de 50 ateliers et rencontres dans des centres culturels francophones, lors de congrès ou de réunions de clubs philanthropiques. Le personnel de la section anglaise a organisé 190 ateliers, séminaires et conférences rejoignant ainsi au total plus de 7 800 téléspectateurs. Bien que ces rencontres s'adressent à toute la programmation de TVOntario, elles mettent plus particulièrement l'accent sur les émissions et les activités qui soulignent l'Année internationale de l'enfant, l'Année internationale des personnes handicapées, les études sur la condition féminine, le rôle des parents et les pressions de conscience au sein de la communauté.

En novembre 1980, cette direction a mis sur pied un projet spécial à l'occasion du congrès annuel de l'Ontario Association for Curriculum Development sur le thème de l'impact futur de la technologie sur l'éducation. Le projet *From Books to Bytes* a été élaboré autour d'une émission de 90 minutes enregistrée en direct et ayant attiré près de 100 000 téléspectateurs. L'émission était accompagnée d'un recueil d'articles et de ressources complémentaires dont on a vendu plus de 6 000 exemplaires. Les conseils scolaires, les collèges, les universités et les groupes communautaires ont organisé des groupes de travail pour continuer la réflexion engagée dans l'émission et le recueil de textes.

### Un réseau de liaison

Les succès marquants enregistrés par le programme TRT se sont intensifiés. Ce réseau regroupe des enseignants qui jouent le rôle de personnes-ressources et qui œuvrent sur place dans les écoles, les établissements d'enseignement post-secondaire et les organismes communautaires pour encourager les conférences à utiliser la télévision plus efficacement et plus fréquemment dans le cadre de leur travail. Quarante-sept conseils scolaires participent maintenant à ce programme TRT. Au total, 1 385 personnes-ressources qui travaillent auprès de 19 300 enseignants des écoles élémentaires. Le personnel du service de développement et d'animation en français a distribué un bulletin TRT News qui sert de trait d'union entre TVOntario et le réseau TRT.

L'année 1980-81 a été marquée par l'apparition de deux nouveaux bulletins d'information publiés et distribués grâce à la collaboration du service de développement et d'animation et du service d'information. *Today's News* s'adresse aux moniteurs et aux chefs de groupes en éducation permanente. *C & U News* regroupe des articles et des nouvelles de TVOntario à l'intention des collèges et des universités de la province.

C'est des projets les plus fructueux entrepris par le service de développement et d'animation en 1980-81 porte le nom de Parents' Academy.

Ce système d'apprentissage préétabli par ordinateur fait appel à des médiums de communication interactive choisis en fonction des principes, tout en respectant les usages pédagogiques établis dans les pré-cédents projets "Academy", par exemple *Health and the Environment* et *The Music of Man*. C'est la Direction de la recherche qui a effectué les travaux de conception nécessaires pour *The Parents' Academy*. Plus de 2 000 participants se sont inscrits à ce projet. Des ateliers ont été organisés par le personnel du service de développement et d'animation, au sein de divers groupes communautaires, afin de compléter et de renforcer les activités du projet.

Atelier d'animation/Utilisation workshop

Le service de développement pédagogique a aussi créé deux nouvelles unités dans le cadre du projet de télédiffusion aux heures de grande écoute. Cette direction a produit une version remaniée des documents d'accompagnement pour *Learning The City*. Cette Bay a mis au point un dossier imprimé sur l'apprentissage de la lecture et de l'écriture, destiné à l'auditeur adulte du film de Claude Jutra intitulé *Développement*, un film précédemment couvert par les journaux.

### Projets spéciaux

D'autres projets du service de développement et d'animation ont permis d'élargir l'empannage de plusieurs succès antérieurs. Le projet "Summer Academy 1980" (établi à partir des initiatives précédentes "Canoe Ontario") a été rendu possible grâce à une subvention spéciale reçue du service "Outreach Ontario" du ministère des Affaires culturelles et des Loisirs. Ce projet metait surtout l'accent sur les activités pouvant être organisées dans divers milieux par les moniteurs des centres de loisirs, afin de les aider à utiliser la télévision et les documents d'accompagnement comme point de départ de leur programme d'activités récréatives pour les jeunes. Un autre résultat notable obtenu par le service de développement et d'animation dans le cadre de "Summer Academy" a été la mise en place d'un réseau de partage des ressources entre les divers organismes en Ontario dans le nord-ouest de la province.

En mai 1980, TVOntario diffusait l'émission *Every Child is Special*, jouant ainsi un rôle de catalyseur auprès de plusieurs communautés de la province, et les aidant à prendre conscience de tous les enfants de la province. Cette expérience a ensuite amené la coordination du "Maskoka Umbrella Project". L'objectif du service de développement et d'animation lors de ce événement enregistré sur bande magnéto-scopique était d'encourager les personnes qui exercent diverses professions à caractériser social au sein de la communauté à se rassembler pour partager des données susceptibles de leur permettre de mieux répondre aux besoins des enfants dans leur

Voir ateliers page 19

## TVOntario concilie éducation et divertissement



"... la télévision exerce une influence plus puissante qu'école."

(Mme Bette Stephenson, ministre de l'Éducation de l'Ontario, devant une étude récente effectuée en Californie)

Cette étude révèle que de nombreux soupçonnaient déjà depuis longtemps: la télévision exerce en Amérique du Nord un pouvoir de persuasion étonnant. La question ne porte plus maintenant sur le médium (on se souvient de la thèse de McLuhan), mais bien plutôt sur la meilleure façon d'utiliser le pouvoir dont ce médium est doté.

Le rôle éducatif de la télévision est tout aussi important au foyer qu'en classe. C'est pourtant un fait qu'on met bien souvent en doute, tout simplement parce que l'émission en cause se révèle un bon divertissement. Un préjugé tenace veut que quand une activité est intéressante ou amusante, on ne croie pas à son efficacité sur le plan éducatif. TVOntario veut offrir des émissions éducatives qui seront à leur place aussi bien dans les foyers qu'à l'école. L'impact de nos projets d'apprentissage dépend de l'attitude du téléspectateur. N'importe quel étudiant, au sein d'un environnement quelconque, réagit à une dynamique remarquable.

En 1980-81, TVOntario a augmenté son stock d'émissions en y ajoutant 154 heures de nouvelles réalisations ou acquisitions, en français et en anglais.

En français	En anglais
Réalizations	105 412
Acquisitions	159 864

A l'intérieur d'une grille-heure comprenant chaque année environ 6 000 heures de diffusion, certains pourront prétendre qu'un pourcentage de nouveau matériel de l'ordre de 25 pour cent n'a rien d'impressionnant. En fait, avec un budget annuel modeste comparativement aux autres maisons de production ou radio, nous considérons également les nombreux prix internationaux remportés par plusieurs de nos émissions (voir la section intitulée "Palmarès", en page 7 ainsi que la descriptions des activités de vente du service de marketing, en page 12), TVOntario peut se satisfaire de sa productivité.

Plusieurs des émissions produites ou achetées sont diffusées plus d'une fois à des heures différentes et pendant plus d'une saison, afin que le plus grand nombre possible de téléspectateurs aient accès à ces possibilités d'apprentissage.

Il est difficile et risqué de prédire quelle portion de la grille-heure est destinée respectivement aux foyers, aux écoles, aux collèges et aux universités. Certaines émissions pour enfants (par exemple *Readingland*) suscitent le même intérêt dans les foyers qu'auprès des enfants de la maternelle et dans les classes de 1<sup>re</sup>, 2<sup>e</sup>, 3<sup>e</sup> année. Des séries comme *Fast Forward*, *The Shakespeare Play*, *The Age of Uncertainty*, *Health and the Environment*, se sont attirées une pléiade d'adultes sur le petit écran, tant à l'école que dans les salons. Cette difficulté peut rendre les analyses budgétaires plus délicates, mais TVOntario se félicite de cette magnifique occasion. Cela prouve tout simplement que l'école et l'éducation ne sont pas intrinsèquement liées et, plus encore, que des émissions capables d'intéresser et de divertir l'auditoire capricieux qui s'assoit devant le petit écran aux heures de grande écoute peuvent aussi répondre aux exigences des programmes d'études.

Presque toutes les écoles de l'Ontario utilisent le matériel d'apprentissage et les émissions de TVOntario,



Read All About It.

en y ajoutant des lectures complémentaires et en s'inspirant des guides d'accompagnement. La série *Read All About It* (la suite de *Readingland* pour les élèves de 4<sup>e</sup> et 5<sup>e</sup> années) a suscité l'enthousiasme et la participation spontanée de l'auditoire. Lorsque le guide des élèves, le *Herbivore Chronicle*, fait proposé aux écoles, nous avons reçu un nombre incroyable de lettres d'élèves et d'enseignants.

La série *The Body Works* (22 émissions de dix minutes ont été présentées au cours de l'année et, grâce à une coproduction avec ACCESS Alberta, de nouvelles émissions seront bientôt disponibles) a encouragé les enfants à adopter une alimentation équilibrée et de saines habitudes de conditionnement physique. Nous avons réalisé 156 nouvelles émissions de cinq minutes pour la série *Report Canada* et nous avons achevé 26 nouvelles émissions de 25 minutes pour la série *Big Blue Marble*. Dans le secteur des sciences, deux émissions-pilotes pour la série *The Science Alliance* ont fait l'objet de tests divers, en prévision de l'élaboration d'une série complète d'émissions.

*Eureka!*, des émissions amusantes de cinq minutes, utilisent des dessins animés pour expliquer des concepts de base de physique, au niveau intermédiaire. Parmi les autres émissions de même niveau qui sont intensivement utilisées, citons: *Cosmos*, *Wonders of Learning*, ainsi que *North America: Growth of a Continent*.

Nos séries moins récentes (par exemple: *Like No Other Place* et *Dimensions in Science*) comptent toujours parmi les émissions préférées à l'école secondaire. Les cinq premières émissions d'une nouvelle série, *Conquering The Great Explorers*, ont été mises au point pour les classes d'histoire et de sciences sociales.

Les étudiants de niveau post-secondaire, les chargés de cours et les professeurs ont pu faire leur choix parmi toute une gamme d'émissions dont: *The Rock Story*, *Fast Forward*, *Understanding Our Earth*, *The Age of Uncertainty*, *The Ascent of Man*, *Understanding Behavior in Organizations*, etc. À ce niveau, plusieurs des séries présentes faisaient partie de séries télévisées (l'émission télévisée constitue alors l'élément de base au lieu d'apparier des données complémentaires) permettant à l'étudiant d'obtenir des crédits aux fins de certains collèges et de certaines universités de la province.

L'un des faits marquants de la programmation cette année fut la production et la distribution d'émissions d'éducation spéciale sur l'apprentissage et la croissance personnelle. À l'occasion de l'Année internationale des personnes handicapées et conformément à une école de priorités établie il y a trois ans, TVOntario a réalisé et a diffusé des émissions visant à nous faire prendre conscience des différents aspects de la croissance personnelle, des plus exceptionnelles aux plus courantes. Pour les parents, comme pour les enseignants, des séries comme *A Different Understanding*, *Everybody's Children* et *Speaking Out* ont joué un rôle précieux, jetant une lumière nouvelle sur les motivations, les actions et les réactions des enfants exceptionnels ou, d'une manière ou d'une autre, différents. Ce programme d'émissions a reçu un accueil phénoménal auprès des téléspectateurs au foyer, des travailleurs sociaux, des enseignants et des autres réseaux de télécommunication. *Speaking Out*, une série de tribunes télévisées hebdomadaires suscitant la participation de l'auditoire, a attiré près de 300 000 téléspectateurs réguliers. Ces personnes ont pu poser des questions aux invités ou, grâce à un téléphone spécial, voter "pour" ou "contre" sur des sujets de portée sociale. On a ainsi reçu jusqu'à 10 000 appels au cours d'une émission.

TVOntario s'est enrichie d'une jeune auditoire enthousiaste au foyer. Les anciens et les nouveaux épaves de la série *Polka Dot Door* sont avidement encouragés par les résultats démentant que la cote d'écoute de la série *Polka Dot Door* est supérieure à celle de *Straw Street* pour notre réseau, nous avons préparé deux émissions-pilotes pour une nouvelle série: *Today's Special*. Ce développement est le fruit d'un grand nombre d'enfants aimant d'en corriger le format en fonction des réactions suscitées. Les enfants ont réagi avec enthousiasme et se sont bien amusés avec les personnages créés à l'écran.

Les enfants s'occupent souvent nos émissions en compagnie de leurs frères et sœurs plus âgés et même de leurs parents, qui demeurent à notre attention pour la série *Magic Shadows*, animée par Elvyn Yoti. Il arrive

Voir éducation page 18





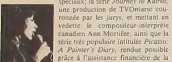


## Éducation

suite de la page 13

même de plus en plus fréquemment que nous comptions ces téléspéctateurs pendant le reste de la soirée.

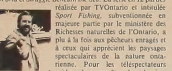
*Major Shadows* et *Saturday Night at the Movies* attirent un auditoire considérable qui s'intéresse au répertoire art. Ces émissions permettent aussi de mettre en relief un style d'exposition cinématographique ou une période de l'histoire ou de l'évolution sociologique. Nous avons bien d'autres séries qui permettent, de la même façon, d'apprendre tout en se divertissant. Mentionnons *Genius*, *Dr. No's*, *Master Room* (une série comprenant 13 émissions de 30 minutes sur les compositeurs et les paroliers qui ont marqué l'évolution de la musique populaire nord-américaine); *Performance*, qui présente tous les lundis soir des enregistrements effectués lors de concerts, d'opéras et de spectacles spéciaux; la série *Journal* (le *Kavir*, une production de TVOntario couronnée par les jurys, et mettant en vedette le compositeur-interprète canadien Anne Morrice), ainsi que la série télé populaire intitulée *Picasso: A Painter's Diary*, rendue possible grâce à l'assistance financière de la société IBM.



La programmation du secteur de l'information et des affaires publiques comportait, l'an dernier, une série fort remarquée: *The Real Story*, regroupant des émissions mensuelles d'actualité, 26 émissions de 30 minutes et deux émissions spéciales d'une heure ont ainsi permis à nos téléspéctateurs d'explorer avec un guide chevronné des thèmes comme l'évolution du climat politique au Canada, le débat sur la question constitutionnelle (avec, entre autres, une interview avec M. Thomas L. Wells, ministre des Affaires intergouvernementales de l'Ontario), le rôle de plus en plus crucial joué par l'Allemagne de l'Ouest sur la scène internationale, les histoires canadiennes et leur perception de l'histoire ainsi que la situation économique de l'Ontario et du Canada. Il est presque ironique de l'exprimer ainsi, mais on peut mesurer l'importance de cette série pour les personnes soucieuses d'être bien informées, de la même façon que, au sein du grand public, par l'intensité des discours d'adieu publiés dans la presse lors de la disparition inopinée de la série *The Real Story* à la fin de la saison l'an dernier.

Jim Laxer a eu effet de même, et se poursuit, moins temporairement, des activités de diffusion pour se consacrer à nouveau à l'enseignement et à la rédaction.

Les fervents de la nature ne manquent pas les émissions de National Geographic, *Wild Animals of the World* et *Strange Beasts*, deux séries de 13 émissions réalisées par TVOntario et labellées



*Sport Fishing*, subventionnée en majeure partie par le ministère des Richesses naturelles de l'Ontario, à plus à la fois aux pêcheurs entraînés et à ceux qui apprécient les paysages spectaculaires de la nature ontarienne. Pour les téléspéctateurs avides de connaître les derniers progrès technologiques, nous avons ajouté 10 nouvelles émissions de 30 minutes à la série fort populaire *Fast Forward*. Nous continuons également de présenter *Don't Ask Me* où nos téléspéctateurs peuvent trouver des réponses originales aux questions scientifiques d'application quotidienne.

Au cours de l'année, la population de l'Ontario a fait fièvre de vedette à notre écran dans le cadre des émissions *People*, *Parties*, *L'Exquis*, de tournage à sillonné la province pour filmer sur le vif 24 nouvelles émissions d'une demi-heure, *People Parties* a fait impact, sur les routes comme à l'écran, sous la direction prééminente de la réalisatrice Joan Reed-Clayton. Les Ontariens ont participé avec intérêt à ce spectacle qui les mènes tour à tour à Kenora, où une association des femmes amérindiennes oeuvre dans le but d'offrir de l'emploi à la population indienne, à Haliburton, dans le forer un couple qui a recueilli des orphelins du Vietnam et de la Corée et à Red Lake, en pleine action, lors de la lutte frénétique contre les feux de forêt.

Une série qui a fait sa marque à notre antenne, *From Books to Bytes*, s'est distinguée par le contenu et l'utilité pour l'enseignement en direct et par la participation de l'auditoire.

L'élite Laurier LaPlante et les pasteurs Gordon Thordarson et Charles de Bell Northern Research, David Mitchell de l'Université Concordia et Boris Mather de la Fédération canadienne des travailleurs de la communication ont exploré en profondeur les incidences de la technique de l'écran dans le monde de l'éducation. Cette équipe a su susciter l'enthousiasme capable d'animer toute une soirée de discussion, pendant deux heures, entre eux et avec l'auditoire présent.

L'an dernier, les services éducatifs en langue française ont produit, coproduit ou acheté près de 17 pour cent de la programmation totale de TVOntario. Au cours de la saison, la division a adopté une nouvelle présentation centrée sur le thème de "Beaucoup". L'horaire d'un bloc ininterrompu d'émissions en français le dimanche de midi à 1 heure du signal de fin d'émission

(c'est la deuxième année qu'on procède ainsi) s'est avérée particulièrement fructueuse. L'auditoire a



augmenté de 33 pour cent comparativement à l'année précédente.

Les plus jeunes retrouvent avec plaisir à l'écran *La petite Lulu*, *Columbo* ainsi que *Tip et Top*. *Charlie Brown*, une version en français des dessins animés déjà bien connus, complète maintenant la programmation destinée aux petits d'âge préscolaire.

Les écoles disposent d'un choix d'émissions beaucoup plus vaste grâce aux nouveaux épisodes ajoutés aux séries *Pet et point*, *Amérique du Nord*, *Terre vue et l'entreprise de l'homme*, ainsi que grâce à la version française des émissions *Eureka!*

L'un des faits marquants de l'année a été notre participation à la série *Production harmonisée*, regroupant des études sociales réalisées par 10 agences internationales à vocation éducative. Dans le cadre de ce projet, chaque organisme produit une émission complète de 30 minutes et peut se servir des neuf émissions réalisées par les neuf autres participants. Des représentants de la plupart des radiodiffuseurs éducatifs de langue française, provenant de toutes les parties du monde, font partie de ce consortium.

La contribution de TVOntario à ce projet, *Nickel le monde*, une émission portant sur l'histoire et sur la signification culturelle et économique de la production du nickel, a été réalisée sur place, à Sudbury, l'an dernier.

Pour répondre aux besoins des Ontariens francophones, des étudiants de niveau post-secondaire et des éducateurs, nous offrons des séries comme *Co, c'est l'Ontario*, un portrait de l'Ontario brossé en privilégiant le point de vue des Ontariens francophones (26 émissions d'une demi-heure ont été réalisées); *L'aventure humaine*, une étude multi-disciplinaire de la nature humaine (13 nouvelles émissions de 30 minutes); et *Parler français en Ontario*, une émission-pilote d'une heure préparée en vue de l'élaboration d'une série complète sur la langue française.

Plusieurs émissions en français, de nature semblable à celles du bloc de programmation en anglais, furent réalisées ou achetées spécialement à l'intention de nos téléspéctateurs au foyer. *La Pierre*: à la une a continué



Conrad Laigneau/Laurier LaPlante.

d'offrir à notre auditoire des discussions sur les affaires publiques, tandis que *Who-Who* propose à la perspective d'ensemble sur la musique francophone contemporaine.

Le projet *Théâtre/Film* fut complété en 1980-81 avec la réalisation d'une émission de 30 minutes, *Le départ* de 89.

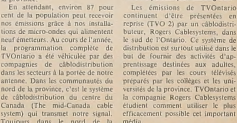
La direction de la programmation a également entamé les travaux de mise au point du projet *Harmonie*, un ensemble d'émissions destinées aux collaborateurs, qui permettront de rendre la programmation française de TVOntario accessible à un plus grand nombre de téléspéctateurs. Il reste cependant à trouver le financement nécessaire.

Il est difficile de décrire adéquatement les 6 000 heures de programmation et les documents d'accompagnement que nous avons publiés (environ 39 au cours de l'année). Ces réalisations sont cependant du domaine public. La plupart des citoyens de la province peuvent capturer nos émissions, soit en achetant nos publications (à un coût minime). Toutes les émissions continues dans le présent rapport annuel sont donc facilement vérifiables si on les compare avec nos réalisations. C'est là un avantage dont ne peuvent pas toujours bénéficier les personnes qui paient pour une entreprise.

## NO dessert 87% des Ontariens

L'année écoulée a marqué une étape importante en ce qui concerne la distribution des émissions de TVOntario. Lorsque le ministre Reuben Brune a annoncé l'élargissement du réseau arctique à la fin de nouveaux émetteurs à Owen Sound, North Bay et Timmins, les possibilités de distribution par satellite en remplacement des réseaux de micro-ondes ont été mises à la réalité économique accessible. Par conséquent, aussitôt que les nouveaux émetteurs deviendront opérationnels, ce qui devrait coïncider avec le moment où nous aurons accès à l'un des émetteurs-récepteurs d'Anik C, nous espérons que les émissions de TVOntario seront transmises par satellite et ainsi rendues accessibles partout à travers la province.

En attendant, environ 87 pour cent de la population peut recevoir nos émissions grâce à nos installations de micro-ondes qui alimentent nos émetteurs. Au cours de l'année, la programmation complète de TVOntario a été véhiculée par des compagnies de câblodistribution dans les secteurs à la portée de notre antenne. Dans les communautés de la province, c'est le système de câblodistribution du centre du Canada (The mid-Canada cable system) qui transmet notre signal. Toujours dans le nord de la province, 46 autres localités ont été en mesure de recevoir les émissions de TVOntario pendant la majeure partie des heures de diffusion grâce à la programmation de la série B. Il s'agit là d'un service de nature expérimentale, rendu possible grâce à la participation du gouvernement fédéral. Le signal, provenant d'Anik B, est reçu et distribué par les câblodistributeurs et par un émetteur



Antenne paraboloïde/Receiving dish.

communautaire situé à Armstrong (premier émetteur affilié à TVOntario); ce signal était aussi reçu par des institutions (par exemple, le Centre Québécois) et par quelques foyers.

Les émissions de TVOntario continuent d'être transmises en reprise (TV-2) par un câblodistributeur, Rogers Cablestystems, dans le sud de l'Ontario. Ce système de distribution est surtout utilisé dans le but de fournir des activités d'apprentissage destinées aux adultes, complètes par les cours télévisés préparés par les collèges et les universités de la province. TVOntario et la compagnie Rogers Cablestystems étudient comment utiliser le plus efficacement possible cet important média.

Les émissions de TVOntario ont également été transmises, trois demi-heures par semaine, par le service de diffusion scolaire du réseau anglais de "Radio-Canada". Les innovations à la radio-française diffusées par ce réseau les émissions de TVOntario, cinq heures et demi par semaine. Radio-Canada a dû, avec regret, interrompre ce service à la fin de l'année.

Voir *Ontariens* page 19

## TVOntario à la fine pointe de la nouvelle technologie

TVOntario doit anticiper l'avance technologique. À certains égards, on peut dire que c'est là une responsabilité que partagent tous les employés de TVOntario, puisque la télécommunication éducative offre constamment de nouvelles possibilités d'exploration. Les innovations en matière de programmation sont découlées sous d'autres rubriques. Voici quelques exemples d'initiatives à caractère plus technologique.

Télidon: Au cours de cette deuxième année du programme d'essai de trois ans parvenu par le ministère fédéral des Communications, le personnel du projet Télidon a mis au point des émissions éducatives compatibles avec le système électronique complet télétexte et vidéo. Les expériences menées combinent la technologie de diffusion et des systèmes d'accès à l'ordinateur, ce qui permettra, éventuellement, d'offrir des projets d'apprentissage bien conçus.

Un autre système pédagogique mis à point par les apprentis-techniciens de TVOntario a donné naissance à nos projets "Académies" avec gestion informatisée. Les étudiants ont alors accès à un ordinateur interne qui évalue les réponses soumises chaque semaine par les étudiants/téléspéctateurs et qui leur soumet ensuite des commentaires et des suggestions pour approfondir leurs connaissances. Les travaux relatifs à ce système ont été terminés au cours de l'année et l'on prévoit augmenter le nombre des "Académies" disponibles.

L'an dernier, le ministère fédéral des Communications a accepté que se poursuive l'expérience de diffusion directe par satellite. *Anik B* a l'intention des communautés du nord de l'Ontario, jusqu'à ce que le satellite *Anik C* soit en place et que TVOntario y soit relié. On a pu ainsi en étudier l'impact social et effectuer des analyses techniques démontrant la possibilité de la transmission par satellite de nos émissions éducatives, dans les régions les plus difficiles d'accès.

Mentionnons également les deux services sur bandes magnéto-cassettes offerts par TVOntario aux câblodistributeurs de partout au pays. Il s'agit de *Génies*, pour les enfants et *VISTA*, pour les adultes. Le potentiel intégral de ce système de diffusion par satellite n'a pas encore été exploité à cause des problèmes de réglementation et des coûts de diffusion par satellite, mais TVOntario continue de planifier avec optimisme pour les années futures. *VISTA* met l'accent sur l'univers des possibilités: la série *Fast Forward* qui traite des nouvelles technologies, fait partie du bloc de programmation *VISTA* et elle a bénéficié d'un renforcement appréciable grâce à la publication simultanée de matériel d'accompagnement dans la page des sciences du journal *The Globe and Mail*, un journal disponible partout au pays, imprimé et distribué au palier régional.

## Ouariens

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Au cours de l'année, 21 294 bandes magnétiques ont été livrées aux écoles, collèges et universités ainsi qu'à des bibliothèques et à des groupes communautaires. A mesure que les établissements se procurent leur propre matériel d'enregistrement, ils peuvent enregistrer eux-mêmes les émissions à partir de l'antenne, sans enfreindre les droits d'auteur applicables à la plupart des productions de TVOntario.

Au cours de 1980-81, le public nord-américain est devenu beaucoup plus conscient de ses possibilités accrues d'exercer un choix en ce qui concerne le contenu de son petit écran, au grand regret des réseaux plus importants.

La télévision payante, la diversité des canaux accessibles, la transmission par satellite, les bandes magnétiques (achetées ou louées) et les vidéos, conduisant à l'innovation, ont permis d'élargir les possibilités de choix individuel. La gamme des émissions disponibles s'est également enrichie avec l'appartenance aux systèmes vidéo permettant l'affichage sur un écran de télévision ordinaire. On peut également rendre possible les interactions entre l'usager et toutes sortes de banques de données en reliant au téléviseur des unités de traitement de données. TVOntario reconnaît la richesse de ce potentiel qui fait partie des "médias électroniques et autres médias connexes" susceptibles de véhiculer des possibilités d'apprentissage et nous pourrions activement nos travaux de mise au point dans ce domaine.

## Financement

suite de la page 9

D'émotions qui suivraient les programmes d'études tout en intéressant également le grand public. L'année dernière, la subvention versée par le ministère totalisait 796 000 \$. En 1980-81, on a procédé aux travaux de production pour *The Moral Question*, une série qui sera présentée au petit écran à l'automne 1981. Cette série constituera l'élément de base d'un cours télévisé relevant du Collège Scarborough de l'Université de Toronto. Les sujets en cause préviendront à court terme.

La programmation élaborée par TVOntario à l'occasion de l'Année internationale des personnes handicapées a bénéficié d'une contribution de 210 000 \$ provenant de six ministères avec la collaboration du Secrétaire provincial pour le développement social. Les ministères en cause étaient: Services sociaux et communautaires, Affaires culturelles et Loisirs, Éducation, Logement, Travail, Transports et Communications. En plus de cet apport de fonds qui a permis la réalisation d'émissions utiles, le processus alors engagé dans le but de conquies les efforts de plusieurs ministères s'est avéré une précieuse expérience pour tous les participants.

La liste des organismes gouvernementaux et privés qui ont versé des contributions est impressionnante et il est donc impossible de la passer entièrement en revue ici.

Il faut cependant mentionner quelques cas particulièrement remarquables. Le don de 600 000 \$ de la compagnie Canadienne Pacifique Limitée à l'occasion de son centenaire a permis la réalisation d'une série d'émissions sur l'histoire de l'Arctique canadien. Des émissions au sujet de l'Arctique canadien, sous le titre "North of 60", *The Unknown*, ont bénéficié de contributions monétaires et de services offerts à titre gracieux par plusieurs entreprises privées ainsi que par le ministère fédéral des Affaires indiennes et du Nord. Texaco continue de rendre possible nos enregistrements diffusés sous le titre:

## 1980-81 Francophone Advisory Council Conseil consultatif francophone

The Francophone Advisory Council held seven regular and two special meetings during the year. Major recommendations submitted to the board were for integration of all French services at TVOntario into a single operation, and for the development of *Harmonie*, a four-hour daily package of programs for distribution to cable companies. Although integration of French services was not approved by the board, an interdivisional service was established to coordinate all French activities. Developmental work took place on *Harmonie* and a proposal was made for funding and implementation. The council also recommended that, if public subscription became a reality, the bilingual nature of TVOntario should be kept in mind, and French participation be included at each stage of development.

Le Conseil consultatif francophone a tenu sept réunions ordinaires et deux rencontres spéciales au cours de l'année. Les principales recommandations soumises au conseil d'administration concernaient l'intégration de tous les services en langue française offerts par TVOntario au sein d'une même unité, et la mise en application du projet *Harmonie*, un bloc de programmation de quatre heures par jour à l'intention des compagnies de câblodistribution. Bien que le conseil d'administration n'ait pas approuvé le projet d'intégration des services en français, on a mis sur pied un service des relations interdivisionnaires chargé de coordonner toutes les activités qui se déroulent en français. On a procédé aux travaux d'élaboration du projet *Harmonie* et soumis une proposition au sujet de son financement et de sa mise en application. Le conseil a également demandé dans l'éventualité d'une campagne de souscription publique, que le caractère bilingue du service ne soit pas oublié et que la participation du secteur francophone soit prévue à toutes les étapes du projet.

During 1980-81, the members of the Francophone Advisory Council were: En 1980-81, les membres du Conseil consultatif francophone étaient:

Charles Arsenault  
Toronto

Jean-François Aubé  
Timmins

Jean-Louis Bourdeau  
North Bay  
(from January 1981/  
depuis janvier 1981)

Lucien Bradet  
Ottawa

Benoît Cazabon  
Sudbury

Georges Gauthier  
Ottawa

Vincent Gauthier  
Ottawa

Jacqueline Guertin  
Kapuskasing

Ahne Harrison  
Windsor

Jean Léveillé  
Hawkesbury  
(until October 1980/  
jusqu'en octobre 1980)



Les arrivants/The Newcomers

Live from the IMR, IBM nous a permis d'offrir à nos téléspectateurs *A Pointe's Diary* et la Compagnie pétrolière Impériale nous a donné accès à la série *Les arrivants*.

Des interventions généreuses ainsi que bien d'autres contributions revêtent une importance grandissante pour le financement de TVOntario.

Sylvia Marsh  
Thunder Bay

Antonio Martin  
Timmins  
(until October 1980/  
jusqu'en octobre 1980)

Gérard Matte  
Ottawa

Lionel St-Jean  
Timmins

Executive/équipe de direction  
Georges Gauthier, chairman/président;  
Lionel St-Jean, vice-  
chairman/vice-président

Richard Gauthier  
Toronto, manager, Regional relations/directeur, relations avec les conseils régionaux (TVOntario)

Léopold Lacroix  
Toronto, ex-officio member/  
membre d'office (TVOntario)

## 1980-81 Long-Range Planning Group Planification à long terme

The Long-Range Planning Advisory Council is one of seven advisory councils reporting to the Board of Directors of TVOntario.

This year, the council established five subcommittees to focus on the emerging patterns in education, image, trends, finance, and regionalism. A continuing goal of the council has been to recommend to the Board the possible future activities in these areas that TVOntario might engage in.

The 1980-81 Long-Range Planning Council was chaired by Gordon Shawwood, with Norman White acting as vice-chairman.

Le Comité consultatif de planification à long terme est l'un des sept conseils et comités consultatifs rattachés au conseil d'administration de TVOntario.

Cette année, le Comité consultatif de planification à long terme a établi cinq sous-comités chargés d'étudier les orientations qui se dessinent dans cinq domaines: éducation, image, tendances, financement et régionalisme. L'un des objectifs constamment visés par le Comité de planification consiste à formuler à l'attention du conseil d'administration des recommandations au

sujet du rôle futur que TVOntario est susceptible d'assumer dans ces secteurs.

En 1980-81, le Comité de planification à long terme était placé sous la direction de Gordon Shawwood et le Dr. Norman White en assumait la vice-présidence.

Other members were: Les autres membres étaient: Ruth M. Bell, Nepean; Harry Boyle, Toronto; Maurice Chagnon, Ottawa; Ian Fife, Erin; Peter Legault, Toronto; Burton Matthews, Waterloo; Walter Pimam, Toronto; William Rathbone, Downsview; Conrad Segal, Essex; Malcolm Taylor, Toronto; Roger Voyer, Ottawa; Henry Wasiluk, Hamilton.

Members from TVOntario were: Membres représentant TVOntario: Sam Parr, chairman and chief executive officer/président du conseil d'administration et directeur général; Sandra Birkenmayer, general manager, Corporate Development/directrice générale, expansion des affaires; Léopold Lacroix, general manager, French Services/directeur général, services français; Lewis Miller, general secretary/secrétaire général.

## Ateliers

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communautaires. Les succès du projet de Muskoka a encouragé le personnel du service de développement et d'animation à s'en servir comme modèle pour lancer d'autres initiatives d'animation communautaire dans diverses régions de la province.

Le service de distribution des bandes magnétiques, un service qui distribue indépendamment de l'antenne nos propres bandes magnétiques, a vendu plus de 21 000 émissions (dont 10 pour cent étaient en français), à des prix assurant le recouvrement de nos coûts.

Le service de prêt/abonnement a distribué 2 100 émissions sur bandes magnétiques aux collèges et universités, aux conseils scolaires et à certains organismes communautaires pour permettre la tenue d'ateliers au sujet de la programmation de TVOntario.

Mentionnons aussi que l'an dernier, grâce au programme d'achat-locution, les établissements d'enseignement de l'Ontario ont pu acheter 447 appareils vidéo, ce qui porte à 1 073 le total des appareils ainsi installés dans les écoles.

## Saviez-vous que...?

TVOntario fut le premier réseau de télévision en Amérique du Nord à prendre part à une expérience pilotée en mode interactif de Téléidon, le système télévisé canadien.

Les productions originales de TVOntario et plusieurs des émissions acquises par le réseau sont mises à la disposition des établissements d'enseignement, des bibliothèques et d'autres organismes sans but lucratif de la province pour enregistrement, à l'exception de ceux fournis de vidéos/cassettes pré-enregistrées. TVOntario a été le premier office de télécommunication au monde à offrir un tel service.

## Did you know...?

TVOntario was the first North American broadcaster to experiment with direct-broadcast satellite, hearing its programming to more than 47 remote locations in northern Ontario.

## Progress/souvenirs

from page 17/suite de la page 17

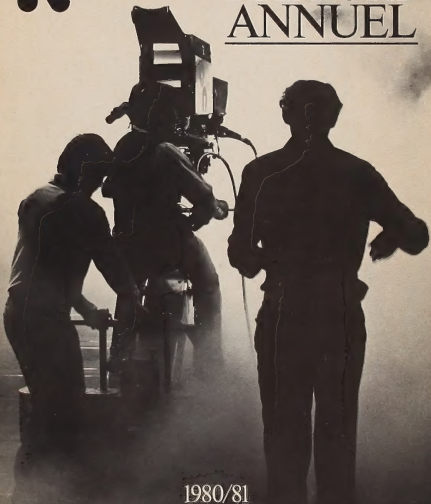
ment's intention to use direct-broadcast facilities to increase TVOntario reception throughout the province (and said) "...the network will continue to play an important role in strengthening the cultural and identity fibres that hold our province-wide communications together, while further consolidating the substantial market it has gained in other jurisdictions for its superb English- and French-language programming."

1979-80: (M. Jim Parr assume maintenant les fonctions de président du conseil d'administration de TVOntario.) "Je me joins aux collègues de mon prédécesseur, Randé, pour rendre hommage au travail de pionnier qu'il a accompli en vue du développement de l'Office de la télécommunication, l'Advisative de l'Ontario (L.) Madame Pauline McGibbon, alors lieutenant-gouverneur de l'Ontario, a confirmé (dans le discours du trône prononcé en mars 1980) l'intention du gouvernement d'intégrer des installations de diffusion directe pour augmenter la portée du réseau de TVOntario dans la province, ajoutant à notre sujet: "Le réseau de TVOntario continuera à jouer un rôle important pour renforcer le milieu culturel et le partage d'une même identité dans le cadre de communications qui rassemblent toutes les parties de la province, tout en permettant à nos téléspectateurs de participer à nos émissions et marchés considérables qu'il a su conquies en dehors de la province, grâce à la superbe qualité de sa programmation en français et en anglais".



TVOntario

# RAPPORT ANNUEL



1980/81

L'OFFICE DE LA TÉLÉCOMMUNICATION ÉDUCATIVE DE L'ONTARIO



